

DOCUMENT RESUME

ED 291 863

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Resources in Education (RIE). Volume 23, Number 8.
Educational Resources Information Center (ED), Washington, DC.; ORI,
Inc., Bethesda, Md. Information Systems Div.

SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.

PUB DATE- Aug 88

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing
Office, Washington, DC 20402. On annual subscription, \$51.00
(Domestic), \$63.75 (Foreign).

LANGUAGE- English

EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131) Collected Works
- Serials (022)

DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources
*Indexes; Resource Materials

IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that
announces (catalogs, indexes, abstracts) documents of interest to
the educational community (including researchers, teachers,
students, school board members, school administrators, counselors,
etc.). Each issue announces approximately 1,100 documents and
provides indexes by Subject, Personal Author, Institution,
Publication Type, and ERIC Clearinghouse Number. This special
Computer Output Microfiche (COM) edition is prepared directly from
the ERIC magnetic tape database prior to publication of the printed
journal and therefore is lacking the cover and other regular
introductory and advertising matter contained in the printed
journal. The COM edition contains only the first three of the five
indexes in the printed edition. The first accession in each issue
of RIE is the issue itself. In this way, the monthly microfiche
collection for each issue is immediately preceded by a microfiche
index to that collection. This practice began with the RIE issue
for May 1979. (CRW/WTB)

ED 291 864

CE 047 927

DOCUMENT RESUME

ED 291 877

CE 049 481

Gerhardt, H. Peter

Brazil's Popular Education in the Eighties. Essentials, Fundamental and Realpolitik. Revised Edition. Dokumentation + Report, 3/86.

Verlag fur Interkulturelle Kommunikation, Frankfurt (West Germany).

REPORT NO.- ISBN-3-88939-008-0

PUB DATE- 86

NOTE- 56p.

AVAILABLE FROM- Verlag fur Interkulturelle Kommunikation, Postfach 900965, D-6000 Frankfurt 90, West Germany (20 Deutschmarks).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Basic Education; *Adult Education; Citizenship Education; *Community Education; *Foreign Countries; Political Issues; *Popular Culture

IDENTIFIERS- *Brazil; *Popular Education

This report concentrates on the specific educational phenomenon of popular education in Brazil. It highlights the social context and the frequent political controversies that surround it. The first section depicts the popular education movement with respect to its self-image. Part II describes the societal groups involved. Part III discusses in an historical and goal-related sequence the different forms through which popular education advanced. Some important data about Brazil's educational system in general are offered in part IV. The fifth section is comprised of three subchapters that attempt a differentiation between fundamentalist and realist viewpoints. The key controversies of the movement are discussed: collaboration with the state, the type of teacher required, and nondirectiveness versus manipulation. The last section sums up the findings and asks if Brazil's popular education endeavor comprises the elements of a new pedagogy. A glossary, supplementary tables, and a bibliography are attached. (YLB)

DOCUMENT RESUME

ED 291 892

CE 049 697

Klein, James D.; Grise, Philip J.

GED and Traditional High School Diploma Holders Attending Florida
Community Colleges: A Comparison of Academic Success. GED Research
Brief No. 12.

American Council on Education, Washington, DC. GED Testing Service

PUB DATE- Sep 87

NOTE- 5p.; For a related document, see CE 049 698.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; *Academic Persistence; *Community
Colleges; Grade Point Average; High School Equivalency Programs
*High School Graduates; High Schools; *Outcomes of Education;
Program Effectiveness; Two Year Colleges

IDENTIFIERS- *Florida; *General Educational Development Tests

A study sponsored by the Bureau of Adult and Community Education,
Florida Department of Education, was conducted by the Center for
Needs Assessment and Planning at Florida State University to
compare the success of General Educational Development (GED) and
traditional high school graduates at Florida's community colleges.
Registrars at each of Florida's 28 community colleges were asked
to complete a survey designed to gather information concerning
students with a GED and those with traditional diplomas. Ten
registrars responded to the survey, although they indicated that
such data are difficult to obtain. The study found that students
with a traditional high school diploma greatly outnumber those with
a GED at community colleges in Florida, although all of the
registrars indicated that their colleges had an open-door policy
for any high school graduate or holder of an equivalent diploma.
GED and traditional high school graduates who are admitted spend
about the same amount of time to complete degree programs at
Florida's community colleges, but the proportion of GED holders
actually completing degree programs is smaller than that of
traditional diploma holders. The study also found that traditional
high school graduates had a slightly higher grade point average
(GPA) than GED holders, but that both GPAs fell in the "C" grade
range. The study concluded that the results should help to dispel
misconceptions held by educators concerning the capabilities of

DOCUMENT RESUME

ED 291 906

CE 049 741

Social Security. Little Success Achieved in Rehabilitating Disabled Beneficiaries. Report to the Chairman, Subcommittee on Social Security, Committee on Ways and Means, House of Representatives. General Accounting Office, Washington, D.C. Div. of Human Resources. REPORT NO.- GAO/HRD-88-11
PUB DATE- Dec 87
NOTE- 75p.

AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (First five copies--free; additional copies--\$2.00 each; 100 or more--25% discount).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Adults; *Disabilities; Job Placement; *Program Effectiveness; Program Evaluation; *Reentry Workers; Social Services; Success; *Vocational Rehabilitation

IDENTIFIERS- Social Security Act; *Social Security Benefits; *Social Security Disability Insurance

The relationship between the Social Security Disability Insurance (SSDI) Program and vocational rehabilitation (VR) programs was reviewed. Focus was on the extent to which VR services are successful in returning SSDI beneficiaries to productive employment. The review was carried out in 10 states with widely varying practices in referring SSDI claimants to VR. These states accounted for nearly 40 percent of disability decisions made nationally in 1985. Only a small minority of disability beneficiaries--not more than 10-15 percent--were realistic prospects for rehabilitation and return to the work force. Generally, the disabled population was older and more severely disabled than other individuals with whom rehabilitation agencies work. Although about 12 percent of the disability beneficiaries were evaluated for rehabilitation services, only 1 percent left the rolls because of renewed work activity. Only about 3 in 1,000 beneficiaries left the benefit rolls after receiving services from a VR agency. Fears of losing disability cash benefits and Medicare coverage were reasons many beneficiaries chose not to participate in rehabilitation programs. A recommendation was that changes in the benefit payment structure could increase the number of

DOCUMENT RESUME

ED 291 920

CE 049 763

Onuska, Sheila

Company-School Collaboration: A Manual for Developing Successful Projects.

American Council of Life Insurance, Washington, D.C.

PUB DATE- 87

NOTE- 62p.; Photographs may not reproduce clearly.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Career Education; Classroom Techniques; *Cooperative Programs; *Corporate Support; Educational Planning; Education Work Relationship; Elementary Secondary Education; *Program Development; *Program Implementation; *School Business Relationship; School Involvement; *Student Organizations

This manual, developed by members of the staff of the St. Louis, Missouri, Public Schools, is intended to help company officials responsible for planning, implementing, and coordinating company-school collaborative programs to perform these tasks and guide the co-workers who assist them. The manual is organized in five chapters. Chapter I presents the case for cooperation and establishes principles for action. Chapter II describes the options available, such as community partnerships, special assistance, individualized programs, adopt-a-school, and limited collaboration. Chapter III defines the roles of the company and school participants. Chapter IV contains strategies and techniques for designing and operating projects. Topics covered include staff development classroom activities, special services, career education and other curriculum areas, and national programs such as Junior Achievement and Future Business Leaders of America. Chapter V gives advice about evaluating and promoting the programs. (KC)

ED 291 921

CE 049 764

DOCUMENT RESUME

ED 291 934

CE 049 786

Construction Planning and Design. Grade 11-12. Course #8146
(Semester). Technology Education Course Guide. Industrial
Arts/Technology Education.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of
Vocational Education.

PUB DATE- 88

NOTE- 78p.; For related documents, see CE 049 780-794.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; *Building Design; *Construction
(Process); *Construction Management; Design Build Approach; Grade
11; Grade 12; High Schools; *Industrial Arts; Learning Activities;
Learning Modules; Lesson Plans; Quality Control; Simulation; State
Curriculum Guides; Systems Approach; *Teamwork; *Technology

IDENTIFIERS- North Carolina

This guide is intended for use in teaching a course in construction
planning and design. During the course, students learn how to use
the project delivery process to design low-rise buildings and civil
projects, simulate working in an architecture/engineering office
that is organized into design teams, and use various management
tools to monitor project delivery and ensure high levels of
professional performance. The first two sections discuss the
guide's development within the framework of North Carolina's
efforts to improve technological literacy and the guide's place as
part of an instructional system. A list of the course's major
objectives and a course outline are provided next. The remainder of
the guide consists of learning modules on the following topics: the
fundamentals of construction planning and design, planning and
design procedures, site selection, design and engineering of
low-rise structures, preparation of working drawings, procedures
for writing specifications, and methods of designing civil
structures. Each module includes information about the length of
time needed to complete the module, an introduction to the
instructional content to be covered in class, performance
objectives, a day-by-day outline of student learning activities,
related diagrams and worksheets, and lists of suggested textbooks.

DOCUMENT RESUME

ED 291 948

CE 049 836

Planning Staff Development. A Guide for Managers.
Further Education Unit, London (England).

REPORT NO.- ISBN-1-85338-044-X

PUB DATE- 87

NOTE- 50p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)

DESCRIPTORS- *Administrator Role; Educational Needs; Foreign
Countries; Guidelines; *Inservice Teacher Education; *Needs
Assessment; Postsecondary Education; Professional Development;
*Program Development; Program Evaluation; Program Implementation
*School Districts; Secondary Education; *Staff Development

IDENTIFIERS- *England

The primary purpose of this guide is to offer support to those i
British local education authorities (LEAs) and in institutions who
have responsibilities for the planning, management, and
implementation of staff development. The structure of the guide is
based on a framework within which staff development planning may
take place. After introducing this framework, the guide considers
in turn five interrelated elements that comprise the detailed staf
development planning process: (1) the management of staff
development; (2) the identification and analysis of needs; (3)
program design; (4) implementation; and (5) monitoring and
evaluation. The final part of the guide provides practical
assistance in identifying staff development responsibilities and
management tasks. Sample forms are included. (KC)

ED 291 949

CE 049 837

DOCUMENT RESUME

ED 291 961

CE 049 851

Schuster, Michael; And Others

The Age Discrimination in Employment Act: An Evaluation of Federal and State Enforcement, Employer Compliance and Employee Characteristics. A Final Report to the NRTA-AARP Andrus Foundation. Syracuse Univ., N.Y. All-University Gerontology Center. SPONS. AGENCY- American Association of Retired Persons, Washington, DC. Andrus Foundation.

PUB DATE- 30 Jun 87

NOTE- 403p.

AVAILABLE FROM- Employment Studies Institute, School of Management, Syracuse University, Syracuse, NY 13244-2130 (\$50.00).

LANGUAGE- English

EDRS Price - MF01/PC17 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Age Discrimination; *Compliance (Legal); *Dismissal (Personnel); *Employment Practices; *Equal Opportunities (Jobs); Federal Legislation; Older Adults; *Personnel Evaluation; Personnel Policy; Promotion (Occupational)

IDENTIFIERS- *Age Discrimination in Employment Act 1967; Equal Employment Opportunity Commission

A study evaluated the effects of the Age Discrimination in Employment Act (ADEA) in: (1) the operation of the ADEA in federal courts; (2) the role of performance appraisal in age discrimination suits; (3) the enforcement of the ADEA by the Equal Employment Opportunity Commission (EEOC); (4) factors associated with complaints brought under the law in eight states--New York, Wisconsin, Illinois, New Jersey, Nebraska, Connecticut, Georgia, and Maryland; and (5) retaliation against older workers who filed complaints. Content analysis, legal case analysis, standard statistical analysis of data sets, and survey research methodologies were used in the investigation. Almost 300 federal court cases were analyzed; among the findings were that the filing of claims under the ADEA has been dominated by white males, especially managerial and professional personnel, with 54 percent filed by employees between the ages of 50-59. Older workers usually filed suit only when separated from their jobs. Nationally, employers were victorious 68 percent of the time. In regard to performance appraisal, employers were successful in defending

DOCUMENT RESUME

ED 291 975

CE 049 876

The How To Clean Kit. Making Easier Work of Laundering, Cleaning and Dishwashing.

Procter and Gamble Educational Services, Cincinnati, OH.

REPORT NO.- ISBN-0-938973-00-2

PUB DATE- 86

NOTE- 335p.

AVAILABLE FROM- Procter & Gamble Educational Services, P.O. Box 14009, Cincinnati, OH 45214 (\$8.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; *Cleaning; *Dishwashing; *Home Economics; *Household Workers; *Housekeepers; *Laundry Drycleaning Occupations; Learning Activities; Lesson Plans; Secondary Education; Worksheets

1 This package contains a handbook explaining how to make laundering cleaning, and dishwashing easier; a guide for using the handbook with secondary students, youth groups, adult groups, and students enrolled in teacher preparatory classes; a set of worksheets designed to reinforce concepts introduced in the guide; and four charts. The following topics are covered in the handbook: how to accentuate the positives, save time, and get better results when doing housekeeping chores; how to choose the correct cleaning and laundry product; how to organize laundering; how to clean hard surfaces; how to plan for better dishwashing; how cleaning products are created; frequently asked cleaning questions and their answers; and colorful legends about the accidental discovery of soap and the origin of more recent cleaning products. The teacher guide contains separate lesson plans and discussion guidelines for use with inexperienced (beginning) and experienced (advanced) groups. Each of these sets of lesson plans contains unit-by-unit objectives, lists of support materials, lesson preparation suggestions, guidelines for conducting the lesson, and evaluation criteria and methods. Posters deal with the following topics: information on cleaning product packages, a general schedule for home and clothing care tasks, helpful cleaning and dishwashing hints, and removal of common stains from washable fabrics. (MN)

DOCUMENT RESUME

ED 291 989

CG 020 596

Harnish, Richard J.; Sullivan, Linda A.

Body Image, Self-Monitoring, and Gender.

PUB DATE- 28 Aug 87

NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Body Image; College Students; Higher Education; *Physical Characteristics; *Self Concept; *Sex Differences

IDENTIFIERS- *Self Monitoring

Body image is considered to be a multidimensional construct which includes evaluative and cognitive dimensions of physical appearance, physical fitness, health, and sexuality. Clearly, individuals differ in the degree to which they evaluate their body image and in the importance they place on their body image. This study was conducted to investigate the relationship between self-monitoring, gender, and body image. Undergraduate students (N=177) completed the Self-Monitoring Scale and the Body Self Relations Questionnaire. The results support the self-monitoring and gender hypotheses in that high self-monitors and females paid more attention to, and directed more behaviors toward their physical appearance than did low self-monitors and males, respectively. It was concluded that the importance placed on physical appearance by high self-monitors may be more general than previously demonstrated. Future research might examine the relationship between other personality variables and how these variables may interact with gender in understanding self-perceived physical appearance. (NB)

ED 291 990

CG 020 597

DOCUMENT RESUME

ED 292 003

CG 020 610

Thomas, Jane Kay

Child Sexual Abuse: Help Is on the Way.

PUB DATE- Nov 87

NOTE- 36p.; Exit Project, Indiana University at South Bend.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131) Information
Analysis/State-of-the-Art Materials (070) Dissertations/Theses -
Undetermined (040)

DESCRIPTORS- Annotated Bibliographies; *Child Abuse; Elementary
Secondary Education; Identification; Incidence; Legal
Responsibility; Prevention; School Personnel; *Sexual Abuse;
Student Problems; *Teacher Role

This report was written to provide educators with information on their role in dealing with the problem of child sexual abuse. A review of current literature was conducted to give educators accurate child sexual abuse information, and an annotated bibliography of relevant citations from that review is included. Twenty-seven entries are organized into areas of definitions, incidence statistics, identification through victim symptoms, reporting, and prevention. A summary of information obtained from the research and literature review follows the bibliography. An extensive interview with Suzi Hemund, the client services coordinator for the Child Abuse Prevention Services in Elkhart, Indiana is appended. Twenty-seven references are included. (NB)

ED 292 004

CG 020 611

Woodruff, John

An Educator's Guide to the Literature Dealing with Teenage Suicide.

PUB DATE- Nov 87

NOTE- 43p.; Exit Project, Indiana University at South Bend.

DOCUMENT RESUME

ED 292 018

CG 020 625

Marais, James L.

Guidance and Counselling in the Republic of South Africa: A Future Perspective.

PUB DATE- Aug 87

NOTE- 13p.; Paper presented at the International Council of Psychologists Annual Convention (45th, New York, NY, August 22-26, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Elementary Secondary Education; *Equal Education; Foreign Countries; *Futures (of Society); *Government Role; History; *Program Development; *Racial Differences; *School Guidance

IDENTIFIERS- *South Africa

This report reviews the development and history of school guidance, which began in 1936, among the various cultural groups in the Republic of South Africa. It explains how political and economic factors influenced the nature and character of school guidance and counseling and how political structures gradually led to the fact that white education and the development of guidance services took precedence over black education. Also examined are the gradual dissatisfaction of blacks with the state of education, the widespread boycotts of school by blacks in the late 1970s, and the introduction of school guidance for blacks in 1981. It is noted that the South African government, which was held mainly responsible for the dilemma in black education prior to 1980, came to the fore that year as the protagonist of a better education system for all people, asking the Human Sciences Research Council (HSRC) to undertake an investigation nationwide of education in the Republic of South Africa in 1980. The report describes how recommendations made in the HSRC 1984 report led to a workable model for school guidance for all population groups in the Republic of South Africa. The directions of school guidance in South Africa in the future are considered. (Author/NB)

DOCUMENT RESUME

ED 292 032

CG 020 639

Salm, Don

Legislation on Custody Arrangements. Wisconsin Legislative Council Report No. 2. to the 1987 Legislature. 1987 Assembly Bill 205, Relating to Granting Custody, Periods of Physical Placement and Visitation in an Action Affecting the Family and Making an Appropriation.

Wisconsin State Legislative Council, Madison.

REPORT NO. - RL-87-2

PUB DATE- 11 Mar 87

NOTE- 24p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)

DESCRIPTORS- *Child Custody; Child Welfare; *Court Litigation;

*Divorce; *Parent Rights; *State Legislation

IDENTIFIERS- *Joint Custody; Wisconsin

This report presents Wisconsin state legislation dealing with custody arrangements. Part I gives key provisions of 1987 Assembly Bill 205. Part II reviews background activities related to the custody legislation. Part III discusses major issues relating to child custody arrangements, including definition clarification, child custody dispute resolution procedures, the joint custody award system, the standard for changing custody arrangements, the removal of a child's residence, and visitation rights of nonparents. Part IV summarizes provisions of the bill in the areas of: (1) definitions of relevant terms (legal custody, sole legal custody, joint legal custody, and physical placement); (2) joint legal custody; (3) periods of physical placement; (4) mediation; (5) modification of child custody order; (6) visitation rights of nonparents; (7) factors in legal custody determination; (8) miscellaneous changes; and (9) initial applicability and effective dates. A list of materials of the Wisconsin Legislative Council's Special Committee on Custody Arrangements is appended. (NB)

DOCUMENT RESUME

ED 292 047

CG 020 654

Thomas, H. Grant, Jr.

Peer Assistance and Leadership (PAL) Program. Program Summary.

PUB DATE- Apr 87

NOTE- 6p.; Paper presented at the Annual National Peer Helpers Association Conference (1st, St. Charles, MO, June 18-20, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Elementary Secondary Education; *Helping Relationship;
High Schools; *High School Students; *Peer Counseling; Peer
Relationship; Peer Teaching; Program Effectiveness; *Student
Development; Student Improvement; *Student Leadership

This document describes the Peer Assistance and Leadership (PAL) Program, a peer helping program developed by the Austin Independent School District in Austin, Texas. It explains how selected high school students are trained to work as peer facilitators with younger students either on their own campus or from feeder junior high or elementary schools. The basic goal of the PAL program is given as helping the younger students to have a more positive and productive school experience and to make more responsible and informed decisions. Activities in which PAL students participate are listed, including outreach programs in the communities which deal with teenage sexuality, suicide, and drug and alcohol abuse. It is noted that PAL students provide younger students with individual and group peer support, discussion sessions, and tutorial assistance. The history of the PAL program since its beginning in 1980 is briefly reviewed, PAL student training is described, and results of evaluations of the PAL program are discussed which attest to its success. The role of the PAL Advisory Committee, a volunteer organization of outstanding former PAL students, is discussed and future uses of PAL as a model program are considered. (NB)

DOCUMENT RESUME

ED 292 061

CS 009 064

Pinnell, Gay Su

Success of Children at Risk in a Program That Combines Writing and Reading. Technical Report No. 417.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Jan 88

NOTE- 27p.; Portions of this paper presented at the Conference on Reading and Writing Connections (Urbana-Champaign, IL, October 19-21, 1986). This paper will appear in "Reading and Writing Connections," Jana Mason, Ed.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Basal Reading; Grade 1; Primary Education; Reading Ability; *Reading Difficulties; Reading Improvement; *Reading Instruction; *Reading Programs; Reading Research; Reading Skills; Reading Teachers; *Reading Writing Relationship; Student Writing Models; Teacher Role; Writing Instruction; Writing Skills

IDENTIFIERS- *Early Intervention; *Reading Motivation; Writing Contexts

A study examined the processes and results of children's involvement in interrelated reading/writing activities. First, descriptions of 23 children's reading and writing behavior were drawn from a group of case studies of children who were participating in Reading Recovery, an early intervention program that targets first grade children at risk of failure in reading. Examination of teachers' daily records of reading and writing and of children's writing samples indicated that when given opportunities to engage in related reading and writing, children did connect those processes in a variety of ways. Second, outcome data were examined to document results of children's participating in this integrated program. Eight dependent variables were used to compare two groups of children (133 in all) who participated in the program with a group of 37 that participated in another program. Comparisons indicated that children who were deliberately engaged

DOCUMENT RESUME

ED 292 075

CS 009 079

Sainz, JoAnn; Biggins, Catherine M.
Phonics and Comprehension: A New Look.

PUB DATE- Apr 88

NOTE- 20p.; Paper presented at the Annual Read-On Rally of the New Jersey Chapter of Literacy Volunteers of America (10th, Holmdel, New Jersey, April 30, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; Content Area Reading; *Decoding (Reading); Grade 8; Junior High Schools; Readability; Reading Achievement; Reading Difficulties; Reading Improvement; *Reading Instruction; Reading Research; *Remedial Reading; Skill Development

IDENTIFIERS- Reading Motivation

For a potential drop-out who had difficulty comprehending what she had read because she could not recognize a word, even though she often knew its meaning, a methodology for teaching word decoding provided an effective technique for achieving systematic early gains. Lessons for the eighth-grade girl followed this methodology: (1) decoding the unfamiliar word, based on syllabication; (2) recognizing syllables in words in print; (3) recognizing syllables in words by counting vowels; (4) practicing blending single consonants with the vowel stem; (5) learning basic pronunciation rules; (6) recognizing the individual consonant in its sound-symbol relationship; (7) listening to consonants and vowel sounds; and (8) exercising higher order skills such as literal interpretation, creative comprehension, and inference concomitantly with the sound-symbol relations. After tutoring, the Stanford Diagnostic Reading Test, Blue Level was administered in two sessions as a power test in which no time constraints were set. Results showed large discrepancies between reading comprehension (7.5) and word meaning (5.2), but the great improvement that she made in five months was significant. The gains in word decoding contributed to improved performance in reading and was a major treatment component for the girl's emotional, attitudinal and behavioral problems that were blocking effective instruction. (Nineteen references are attached.) (JK)

DOCUMENT RESUME

ED 292 090

CS 211 064

Lewis, Charlie; Payne, Rosalind

Changes in Rule Usage in Children's Understanding of 'Big'.

PUB DATE- Sep 87

NOTE- 21p.; Paper presented at the Annual Meeting of the British Psychological Society (York, England, September 11-14, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Age Differences; Child Development; Cognitive Development; Cognitive Measurement; *Cognitive Processes; Cognitive Psychology; Elementary Education; Foreign Countries; Language Acquisition; Schemata (Cognition)

IDENTIFIERS- Cognitive Domain

Previous research by Maratsos found that 3-year-olds were more accurate than four and 5-year-olds in selecting 'big' rectangles or animals when choosing between pairs of stimuli. A study then investigated the nature of the previous experiments themselves, particularly the procedures the researcher followed and the possible inferences which he drew from these. Subjects, 109 children, were selected from three playgroups and two primary schools in a predominantly middle class area outside Reading, England. Included in the study were 20 boys and 20 girls aged 5, a similarly composed group of children who were nearly 8 years of age, and 12 boys and 17 girls under 3.5 years of age. (Fifty-three psychology undergraduate students were also tested.) Using Ravn and Gelman's method, 14 stimulus pairs were used. They consisted of rectangles cut from heavy white card, the area ratios between them always being 1.8:1 or greater, with a variety of height and width contrasts. Each subject was seen individually and tested in a quiet area apart from the classroom. Results indicated a significant difference between groups and no difference in "no rule" usage across the three age groups, significantly more correct rule usage at the ages of 3 and 8, and more height rule usage at the ages of 5 and 8 than at age 3. (Seven data tables and a figure are included.)

(JK)

DOCUMENT RESUME

ED 292 104

CS 211 081

Warren, Thomas L.

Cognitive Psychology and Instructions: New Schemes for Old Ways.

PUB DATE- Nov 87

NOTE- 10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Cognitive Psychology; *Cognitive Structures;
Communication (Thought Transfer); Reading Processes; Reading
Writing Relationship; *Schemata (Cognition); *Technical Writing;
Writing Skills

IDENTIFIERS- Audience Awareness; *Directions; Information Skills

Cognitive psychology, which investigates how people learn and how people know, can aid writers, who want readers to read their material easily, understand the material, or comprehend the material--three levels of processing complexity. Because readers vary from being very knowledgeable in the subject of a document to lacking in knowledge, and because they process information at different rates and levels of efficiency, writers must "customize" their writing to fit the reader's need for information and their abilities to process that information. Cognitive psychology describes the information processing of the mind so that a writer can construct text to take advantage of this processing. Some examples of information processing structures include syntactical structures (such as information "chunking"), semantic structures (or the word's denotative/connotative meaning), and contextual structures (what setting, situation, and prior text provide). When writing instructions, the writer must keep in mind these processes, along with other reader assumptions and schema. For example, knowing that the reader is concerned with many schema tells the writer to keep things simple, reducing conditionals to manageable lengths and forms. (A list of suggested readings is appended.) (MM)

DOCUMENT RESUME

ED 292 119

CS 211 096

Williamson, Ronald; Osborne, Debra C.

Using Conceptual Analysis in the Classroom: A Writing Process Approach.

PUB DATE- 88

NOTE- 16p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Concept Formation; Content Area Writing; *Critical Thinking; Elementary Secondary Education; Group Activities; Interdisciplinary Approach; Problem Solving; Productive Thinking; Student Writing Models; Teaching Methods; Writing for Publication; *Writing Instruction; *Writing Processes

IDENTIFIERS- Collaborative Learning; *Conceptual Analysis

At a time when many public school teachers and administrators are limiting instructional goals to the lower level objectives found on standardized tests, there is a need for classroom activities derived from higher purposes. Conceptual analysis, which relates abstract concepts to the lives of students, meets this need. While focusing primarily on the composing process, the technique also encourages the use of cooperative learning strategies, critical thinking skills, and interdisciplinary teaming situations. When conducting an analysis of a specified concept, students write six "cases," or stories which exemplify the concept, but without using the concept or term in question. Students writing about the concept of freedom, for example, will write stories illustrating what freedom is, what freedom is not, what freedom may or may not be, what freedom is from a group or individual perspective, and what freedom is from a "science fiction" perspective. As students compose the cases, they list related terms which are later used to form a definition of the concept. Finally, the stories are published, and a presentation is prepared which applies the concept to an issue in the everyday lives of the students. (Six references are appended.) (ARH)

DOCUMENT RESUME

ED 292 133

CS 506 019

Antczak, Frederick J.

Rhetoric and Character: Ethical Criticism in the Narrative Paradigm.

PUB DATE- 87

NOTE- 48p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Discourse Analysis; *Ethics; Moral Issues; *Narration;
Persuasive Discourse; Rhetoric; *Rhetorical Criticism; Rhetorical
Invention

IDENTIFIERS- *Discourse Aims; Discourse Modes; Narrative Text

One alternative approach for assessing the moral quality of public argument in liberal democracy is narrative ethics, based not in procedural rationality but in narrative, with a concern for character and community. To be intelligible and practicable, such criticism shifts the focus of ethics from discrete decisions and actions to questions of character. In the narrative vision and language of character in community, the ethical dimension of texts can be objects of analysis genuinely open to debate in a way that sustains and extends the community of discourse and its critical capacities to hold texts and the characters they realize accountable. Rhetoric as a practice of accountability is designed to keep the conversation focused, and to keep it continually developing its capacities to give compelling and decisive accounts. This accountability is possible only because of the shift in focus of ethical criticism from procedural rationality to the narratives of vision and character in these communities of discourse. Ethical criticism works from an ethics that makes sense only in a rational world paradigm of communication, where the stories of character are central, and where only in its moral vision could they have their meaning and rationale. (Fifty-eight footnotes are appended.) (MM)

DOCUMENT RESUME

ED 292 147

CS 506 063

Leeman, Richard W.

Taking Perspectives: Teaching Critical Thinking in the Argumentation Course.

PUB DATE- Nov 87

NOTE- 24p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Classroom Use -
Teaching Guides (For Teacher) (052)

DESCRIPTORS- Cognitive Structures; *Critical Thinking; *Debate;
Decision Making; Heuristics; Higher Education; Learning Processes;
*Perspective Taking; *Persuasive Discourse; Problem Solving; Skill
Development; Teaching Methods

IDENTIFIERS- Debate Theory; *Thinking Skills; *Toulmin's Model

Argumentation courses, which emphasize the theories of argumentation, and debate courses, which teach competitive debate, can effectively teach critical thinking, training students to see situations from a variety of perspectives and then to evaluate those perspectives for their relative merit. William G. Perry maps out nine stages by which college students move from uncritical acceptance of "Authority" to being independent critical thinkers. Debate lends itself to the development of stages One through Six, whereby students move closer to apprehending knowledge as relative and truth as subjective through the processes of defending opposite viewpoints and researching controversial topics. Argumentation is best suited for stages Six through Nine, as it examines how the student's point of view can best be supported through logic, reasoning, and evidence. For this purpose, Stephen Toulmin's Model of Argumentation provides a method for revealing the interrelatedness of arguments and suggesting the extensive reach of argumentation into students' decision-making lives. Fallacies of reasoning and tests of evidence provide two practical ways for exploring that decision-making process. (An outline of Perry's nine positions of development, and a diagram of Toulmin's Model of Argumentation are appended.) (MM)

DOCUMENT RESUME

ED 292 161

CS 506 080

Bachelor, Virginia

Local Televised Debates: Style versus Content.

PUB DATE- 87

NOTE- 15p.; For a related document, see CS 506 079.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Reports - Research/Technical (143)

DESCRIPTORS- *Broadcast Television; *Debate; Elections; Journalism;

News Media; Political Candidates; Programing (Broadcast);

Television Research

IDENTIFIERS- Audience Awareness; *Local Media; Local News; Public

Interest; Television Access; *Television News; Television Role

In preparing election debate offerings for the public, the news departments of six local television stations in New York State--the ABC, NBC, and CBS affiliates in Syracuse, the CBS and ABC affiliates in Buffalo, and the ABC affiliate in Rochester--were often more concerned with format decisions, hinging on "what will fit" within a prescribed length of time, rather than in determining the content and budgeting for the appropriate length of time needed to present that content. Most stations preferred live debate, the selection of the panel of questions varied, and all stations except one presented 60-minute programs with live audiences. Some stations included third party sponsorships, such as the League of Women Voters, and usually limited local election debates to those races which generated significant local interest, such as hotly contested races, or serious challenges to an incumbent. Minor party candidates were rarely included in the debates, unless they appeared to have a chance of winning. The debate schedules of 1987 for these stations were similar to the schedules of 1986, paying heed to the need to get out information to the public while at the same time recognizing the "glitz factor" in producing an interesting product. (Seven footnotes are appended.) (MH)

DOCUMENT RESUME

ED 292 175

EA 019 813

Jefferson, Anne L.

Reflections on the Consequences of Public Support for Private Schools.

PUB DATE- Sep 86

NOTE- 12p.; Paper presented at the Joint Annual Meeting of the Australian College of Education and the Australia Council for Educational Administration (Adelaide, South Australia, August 31-September 6, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Access to Education; *Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; Enrollment Trends; Foreign Countries; Government School Relationship; *Private School Aid; *School Choice

IDENTIFIERS- *Australia; *Canada

Because contemporary society accepts inequalities in income and social privilege, its tolerance for the varied and divergent educational consumption of its citizens is understandable. However, the acceptance of a dual educational system by parents, local authorities, and governments has implications for government involvement and educational finance. Any shift of pupils from the public to the private school sector will generate fewer dollars per pupil for public education, with associated repercussions for staffing and programming. This paper examines the "riffing" effect within a publicly supported dual school system in Canada and in Australia in relation to (1) financial assistance; (2) enrollment shifts; (3) staffing patterns; and (4) programmatic considerations. Recently there has been a mounting provision of support to both public and private school sectors and an enrollment shift favoring private schools in both countries. Regarding staffing patterns, Canada has shown an increase in private school teacher employment and a decrease in public school teacher employment, while Australia's teaching population has steadily risen in both sectors, but with a sharper rate of increase in the private sector. Programmatic and ideological elements are linked to three factors

DOCUMENT RESUME

ED 292 189

EA 019 901

Smith, Margaret D.; Zirkel, Perry A.

Bargaining.

PUB DATE- 87

NOTE- 35p.; In: Thomas, Stephen, B., Ed. The Yearbook of School Law, 1987. National Organization on Legal Problems of Education, 1987 (EA 019 899).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Arbitration; *Collective Bargaining; Compliance (Legal); Constitutional Law; *Court Litigation; Due Process; Elementary Secondary Education; *Employer Employee Relationship; *Labor Relations; Legal Problems; Legal Responsibility; Negotiation Agreements; Negotiation Impasses; *School Law; School Responsibility; Strikes; Teacher Rights; Unions

This chapter reviews collective bargaining cases in education during 1986. Although the courts addressed a broad range of topics, no new legal principles were applied in these cases. The courts relied on traditional labor law concepts and applied them to the specific statutes and policies of the applicable jurisdiction. The review addresses the following issues: constitutional issues; authority to bargain; recognition and representation issues, including determination of bargaining unit and elections; rights and obligations of exclusive bargaining representatives; scope of bargaining, including mandatory, permissive, and prohibited topics of bargaining; grievability and arbitrability issues; judicial review of arbitration awards and employment relations board rulings; impasse and dispute resolution; strikes and other job actions; and other miscellaneous decisions arising from labor disputes. (TE)

ED 292 190

EA 019 902

DOCUMENT RESUME

ED 292 203

EA 019 926

Fasano, Carla

Information Technology in Education: The Neglected Agenda.

PUB DATE- Oct 87

NOTE- 17p.; Paper presented at the Australian Education Conference (Perth, Western Australia, Australia, September 27-October 2, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Software; *Computer Uses in Education; Educational Innovation; Educational Policy; Educational Strategies; *Educational Technology; *Educational Trends; Elementary Secondary Education; Foreign Countries; *Futures (of Society); *Information Technology; Long Range Planning; Microcomputers; Modernization; Research and Development; *Technological Advancement

After less than a decade from its inception, the introduction of new information technology in Australian education has already undergone some identifiable stages. These range from the scattered development of innovative programs to the formulation of state and national policies, from the original introduction of microcomputers into schools to the more recent developments in telecommunication and satellite technology. This paper identifies and analyzes the processes whereby, in each stage of development, certain elements predominate over others. In particular, comparisons are drawn between the predominant and "neglected" agendas of large-scale developments in education, on one hand, and the innovation sector where the more advanced applications of the technology remain confined to few schools and few learners. Against this background, this paper outlines the political, policy, and pedagogical implications of such differential developments with a view to establishing policy and research agendas to redress the balance. (Author/TE)

DOCUMENT RESUME

ED 292 217

EA 020 150

Hadderman, Margaret

Team Management. ERIC Digest Series, Number EA25.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.

PUB DATE- 88

NOTE- 3p.

CONTRACT- OERI-R-88-005

AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational
Management, University of Oregon, 1787 Agate Street, Eugene, OR
97401 (\$2.50 handling charge on each order).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC
Information Analysis Products (071) Other/Miscellaneous (Not
Classifiable Elsewhere) (999)

DESCRIPTORS- *Administrators; *Board Administrator Relationship;
*Cooperation; Elementary Secondary Education; *Management Teams;
*Participative Decision Making; *Teacher Participation

IDENTIFIERS- ERIC Digests

The management team concept, which developed in response to increasingly complex problems facing schools, is not only compatible with democratic concepts but has also proved responsive to teacher and parent pressure to redistribute power, broaden decision-making participation, and improve administrative efficiency. The school management team, comprising a cross-section of central office and building level administrators, requires sound leadership from the superintendent, endorsement by the board, and a strong commitment to problem-solving and building trust among all participants. Despite good intentions, obstacles to participatory decision-making can result from incomplete information-sharing and misconceptions concerning levels of participation. Several districts illustrate effective team management practices. The management team approach can be strengthened and diversified by (1) including more women and minority administrators and (2) extending the collaborative work mode to department heads and regular teaching staff. The "second wave" of educational reform aims to restructure schools and reshape teachers' roles towards increased

DOCUMENT RESUME

ED 292 232

EC 202 014

van der Walt, J. L.

The School: A Killer of Giftedness?

PUB DATE- Jun 84

NOTE- 18p.; Paper presented at the International Conference:

Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Speeches, Conference Papers, "Papers Presented at..." (150)

Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Educational Needs; *Educational Philosophy; Educational

Practices; Elementary Secondary Education; Foreign Countries;

*Gifted; *Marxism; *Opinions

Criticisms of the school as a killer of giftedness in children are

cited. After defining giftedness and talent, the problem of

educating the gifted child is raised, and opinions of "new left"

educational theorists are presented. Accusations against the

school, based on its failure to meet the individual needs and the

mental or cognitive characteristics of the gifted student, are

summarized as are views of humanistic educators on gifted

education. Finally, views of Marxist-Leninists on the handling of

giftedness are offered. It is concluded that the school, if not a

killer, is seen as, at the least, a suffocator of true giftedness.

(DB)

ED 292 233

EC 202 015

Kotze, Paula

Informatics--Preparation for the Realities of the Future.

PUB DATE- Jun 84

NOTE- 28p.; Paper presented at the International Conference:

DOCUMENT RESUME

D 292 247

EC 202 029

Turnbull, Ann; Shaffer, Harriet

Family State-of-the-Art Conference: A Summary of Conference Proceedings (Alexandria, Virginia, February 27-28, 1986). Georgetown Univ. Child Development Center, Washington, DC. PONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services; National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

JB DATE- 86

OTE- 83p.; Prepared by the National Center for Networking Community Based Services.

AVAILABLE FROM- CASSP Technical Assistance Center, Georgetown University, Child Development Center, Georgetown University Hospital, 3800 Reservoir Rd., N.W., Washington, DC 20007 (\$4.00).

LANGUAGE- English

DORS Price - MF01/PC04 Plus Postage.

JB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)

SCRIPTORS- Advocacy; Case Studies; Daily Living Skills; Delivery Systems; Demonstration Programs; *Disabilities; Emotional Development; *Family Involvement; *Family Life; Financial Needs; Health Needs; Helping Relationship; Individual Needs; Legal Aid; Leisure Time; *Needs Assessment; *Program Improvement; Public Policy; Sexuality; Socialization; *Social Services; Special Education; Vocational Education

These summarized proceedings focus on the positive aspects of knowing, living with, and loving a child or an adult with a disability and ways in which service providers and policymakers could be more responsive to special family needs. An introductory chapter defines a family and family life and outlines seven premises that shape the specification of needs and strategies for enhancing family life. The report then addresses five areas of family life: daily living and health; educational and vocational development; financial, legal, and advocacy issues; socialization, leisure, and sexuality; and emotional development. Each section begins with a vignette written by a participant to illuminate family life with a disabled person. Each section then presents a

The Pacific Century. Opportunities and Challenges for Continuing Education, NUCEA Region VI Conference Proceedings (Turtle Bay, Hawaii, October 12-15, 1986).

National Univ. Continuing Education Association, Los Angeles, CA. Region VI.

PUB DATE- Oct 86

NOTE- 117p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports -

Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Automation; Business; *Continuing Education; Cultural Awareness; Distance Education; *Educational Development; Foreign Countries; Higher Education; Marketing; *Multicultural Education; *Nontraditional Education; Technological Advancement

IDENTIFIERS- *Asia Pacific Region; China; Hong Kong; Japan

These 15 presentations are from a conference held to draw attention to the importance of countries bordering the Pacific Ocean and their contributions to continuing education. They provide perspectives on continuing education opportunities from the standpoint of programming, marketing, technology, and intercultural relations. Presentations include "The Future of the Asia/Pacific Region" (Victor Hao Li); "Culture-General Training for Overseas Experiences" (Kenneth Cushner); "What Do You Do after You Say 'Konichi Wa'? : A Workshop in Intercultural Training for Businesses" (Kate Hinton, Virginia Brooks); "Must 'Forced Credit' Be a 'Complete Waste of Time'?" (Philip H. Steedman); "Offering a Non-Traditional Degree Program in Hong Kong" (Joseph B. Tucker); "Micronesia, the 'Heartland' of the Pacific Rim" (Ralph Bohn); "Distance Education: A Model for the Pacific Islanders" (Robert Hales); "Higher Education Initiatives in China using Television and Instructional Technology" (Donna George); "U.S.-Based Contract Programs for International Clients" (Ellen Long, Kathryn Mannes); "JOH XUSH NUSHLING (Again a Person I've Become in the Athabaskan Tolowa Language)" (Tom Parsons); "The Ascendancy of Asia: The Pacific Community in the 21st Century" (Paul Edelson); "Office Automation without Tears" (Donna George, Barbara Van Dine); "Mega-Marketing: Implications for the Pacific Rim" (Jim Carruthers); "Exploring Trips: Science and Culture in Non-Traditional Settings" (Susan Thompson); and "Travel in the Pacific Rim: The Far East and the Not-So-Far East" (Louise Hirasawa). (YLB)

ED 291 878

CE 049 506

Continuing Education in Asia and the Pacific. Bulletin of the Unesco
Principal Regional Office for Asia and the Pacific. Number 28.
United Nations Educational, Scientific, and Cultural Organization,
Bangkok (Thailand). Regional Office for Education in Asia and the
Pacific.

PUB DATE- Sep 87

NOTE- 207p.

AVAILABLE FROM- UNIPUB, 4611-F Assembly Drive, Lanham, MD 20706-4302

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Serials (022) Reports -

Research/Technical (143)

DESCRIPTORS- Adult Basic Education; Case Studies; *Continuing
Education; Delivery Systems; *Developed Nations; *Developing
Nations; Educational Planning; Foreign Countries; *Government Role
Nonformal Education; Postsecondary Education; Program Development
*Teacher Education

IDENTIFIERS- *Asia; Australia; Japan; *Pacific Region; Philippines
Sri Lanka

This bulletin issue contains articles and observations about
continuing education for adults in various countries of Asia and
the Pacific. Articles from five experts in continuing education
and/or related areas in four countries in the region make up the
first section. The experts are from (1) Sri Lanka (D. A. Perera);
(2) Australia (Geoffrey Caldwell); (3) Japan (Kazufusa Morooka);
and (4) the Philippines (William S. Griffith, Remigio P. Romulo).
Section II presents regional overviews of various aspects of
continuing education, based on existing literature on the subject.
The following aspects of continuing education are covered:
terminologies; policies and plans; educational organization and the
role of government and nongovernment organizations; delivery
systems and teacher education; linkages between formal and
nonformal education and between school and work; and government
resources. Section III provides a practical blueprint for planning
a major program of continuing education; it includes two case
studies of continuing education programs. A bibliography of works
on continuing education makes up Section IV. (KC)

ED 291 879

CE 049 592

GED holder in higher education. (KC)

ED 291 893

CE 049 698

Grise, Philip J.; Klein, James D.

Comparing GED and Traditional High School Graduates in Florida's Workforce. GED Research Brief No. 13.

American Council on Education, Washington, DC. GED Testing Service

PUB DATE- Sep 87

NOTE- 5p.; For a related document, see CE 049 697.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DIScriptors- Dismissal (Personnel); *Employer Attitudes; Employment Level; *Employment Practices; *Entry Workers; High School Equivalency Programs; *High School Graduates; High Schools; Job Performance; *Outcomes of Education; Program Effectiveness; Promotion (Occupational)

IDENTIFIERS- *Florida; *General Educational Development Tests

A study sponsored by the Bureau of Adult and Community Education, Florida Department of Education, was conducted by the Center for Needs Assessment and Planning at Florida State University to compare the success of General Educational Development (GED) and traditional high school graduates in Florida's work force. (GED graduates account for about one in four high school diploma-holders in Florida, compared to about 15 percent nationwide.) A survey form was sent to a representative sample of employers throughout Florida to elicit their perceptions about the performance of GED and traditional high school graduates in the work force. Personnel directors from 101 businesses and agencies in the state, representing a variety of business types and sizes, returned the surveys. The results of the study indicated that in the areas of performance, retention, and dismissal, a majority of employers surveyed believe that individuals with the GED diploma can function, and are subsequently treated, no differently than those persons having a traditional high school diploma as a terminal degree. The study also indicates that GED graduates are promoted the same rate as regular graduates in less than half of the reporting businesses and suggests further research to determine reasons for the discrepancy. (KC)

beneficiaries who return to work. (Appendixes include instruments and data.) (YLB)

ED 291 907

CE 049 742

Vocational Education. Information on the National Research Center Grant Award Process. Report to Congressional Requesters.

General Accounting Office, Washington, D.C. Div. of Human Resources

REPORT NO.- GAO/HRD-88-56

PUB DATE- Jan 88

NOTE- 19p.

AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (first five copies--free; additional copies--\$2.00 each; 100 or more--25% discount).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Educational Research; Eligibility; *Evaluation Criteria; *Evaluation Methods; *Grants; Postsecondary Education Secondary Education; *Site Selection; *Vocational Education

IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; *National Center for Research Vocational Education

The process of awarding the grant for the National Center for Research in Vocational Education, as authorized by the Carl D. Perkins Vocational Education Act, began in November 1986 with the announcement of the grant competition and culminated on January 4, 1988, with the University of California at Berkeley being selected for the 5-year grant over Northern Arizona University and Ohio State University (where the National Center had been operating under a grant that expired on January 15, 1988). To stimulate competition, the Department of Education awarded planning grants to four institutions that had applied to enter the competition for the National Center (Berkeley, Ohio State, Northern Arizona University and Virginia Polytechnic Institute and State University). The first three of these institutions eventually completed the grant application process. Five field readers were selected by the acting assistant secretary to read and score applications on the basis of published evaluation criteria. Based on these evaluations, Ohio State received the top ranking, followed by Berkeley and Northern Arizona. About a month later, the field readers made site visits to the three applicant institutions. Ohio State and Northern Arizona provided tours of the facilities that would be used for the National Center, whereas Berkeley officials did not. Instead, the

Menz, Fredrick E.; And Others

Training Needs of Rehabilitation Facility Administrators: 1985.
Research Report.

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation
Inst.

SPONS. AGENCY- Office of Special Education and Rehabilitative
Services (ED), Washington, DC.

PUB DATE- 87

NOTE- 121p.

AVAILABLE FROM- Stout Vocational Rehabilitation Institute, University
of Wisconsin-Stout, Menomonie, WI 54751 (\$7.50).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Administrator Attitudes; Administrators; Disabilities;
*Educational Needs; *Management Development; *On the Job Training;
Postsecondary Education; Sheltered Workshops; *Vocational
Rehabilitation; *Vocational Training Centers

Administrators at vocational rehabilitation facilities certified
the U.S. Department of Labor were surveyed for four purposes: (1)
to determine priority training needs of facility administrators;
(2) to determine differential need patterns for executive
directors, assistant directors, and program managers; (3) to
identify patterns of needs for administrators in the 10 federal
regions; and (4) to identify need patterns for administrators in
facilities with different average daily caseloads. Factor analysis
of the 1,624 responses to a 110-item questionnaire identified 20
fundamental priority needs of administrators. Most pressing needs
were reported in the areas of organizational planning,
organizational principles and practices, computers in information
management, and business planning and marketing. Discriminant
analyses performed on both needs scores and data on the respondent
and organizational characteristics identified similar and
dissimilar patterns of needs for executive directors, assistant
directors and program managers, for administrators in each federal
region and for administrators in facilities with different daily
caseloads. More differences in needs were found among
administrators in facilities of different sizes than among the
regions. (This report provides data in separate tables, analyses
for each of the four objectives of the study, and a copy of the
questionnaire.) (Author/KC)

and references. (MN)

ED 291 935

CE 049 787

Structures and Systems. Grade 11-12. Course #8155 (Semester).
Technology Education Course Guide. Industrial Arts/Technology
Education.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of
Vocational Education.

PUB DATE- 88

NOTE- 69p.; For related documents, see CE 049 780-794.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; *Construction (Process);
*Construction Management; Design Build Approach; Grade 11; Grade
12; High Schools; *Industrial Arts; Learning Activities; Learning
Modules; Lesson Plans; *Site Development; State Curriculum Guide
*Structural Building Systems; Systems Analysis; *Technology

IDENTIFIERS- North Carolina

This guide is intended for use in teaching a course to broaden
students' appreciation and understanding of constructed items and
the construction process. The course focuses on the steps that are
taken after the design and engineering phase has been completed.
Laboratory assignments allow students to explore the technical
processes involved in the construction process. The first two
sections discuss the guide's development within the framework of
North Carolina's efforts to improve technological literacy and the
guide's place as part of an instructional system. A list of the
course's major objectives and a course outline are provided next.
The remainder of the guide consists of learning modules on the
following topics: main types of structures and main steps in the
construction process, managing a construction project, preparing
to build a structure, building the basic structure, installing
mechanical systems, finishing the structure, constructing high-rise
structures, preparing to build civil structures, and building civil
structures. Each module includes information about the length of
time needed to complete the module, an introduction to the
instructional content to be covered in class, performance
objectives, a day-by-day outline of student learning activities,
and lists of suggested textbooks and references. (MN)

Marketing Skills for Craftspeople. FEU/PICKUP Project Report.
Further Education Unit, London (England).

REPORT NO.- ISBN-1-85338-032-6

PUB DATE- 87

NOTE- 90p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Access to Education; Adult Education; *Craft Workers

Educational Needs; Foreign Countries; *Marketing; *Outreach

Programs; Participation; Workshops

IDENTIFIERS- *England

A study investigated the perceptions and commercial problems of craftspeople in the South West region of England and suggested some solutions. Questionnaires were sent to 600 identified enterprises and craftspeople. From the 51 percent who responded, 50 sites were chosen for semistructured interviews. The perspectives of agencies and buyers working with craftspeople were also gathered. Interview results were used to develop and implement four marketing workshops. The study showed that there is an urgent need for training in marketing skills for craftspeople, but there are ideological barriers for many that make existing curriculum material inappropriate and direct practical application more acceptable. The study suggested that colleges and other institutions should design and implement education and training programs relevant to those needs. Open and distance learning should also be considered as options, together with the feasibility of regional databases for craftspeople, offering resources for specific information requests, including business opportunities. (Following a description of the study, the bulk of this report consists of quotations from the craftspeople, agencies, and buyers' reactions to the workshops; the questionnaire; and materials related to the workshop.) (KC)

ED 291 950

CE 049 838

Information-Technology-Support Systems for Education and Training
Further Education Unit, London (England).

REPORT NO.- ISBN-1-85338-041-5

PUB DATE- 87

NOTE- 59p.; Not available in paper copy due to small, light type.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

themselves 78 percent of the time, especially if they used standard appraisal methods. The study also found that the majority of employee claims were not upheld by the EEOC, especially in more recent years. Actions in the states studied mirrored the federal findings, although some actions varied among them. Some evidence of retaliation was found. (Extensive appendices include case analysis coding forms, the questionnaire, and respondents' comments.) (KC)

ED 291 962

CE 049 853

Fallek, Max

How To Set Up Your Own Small Business. Volumes I-II and Overhead Transparencies.

American Inst. of Small Business, Minneapolis, MN.

REPORT NO.- ISBN-0-939069-01-6

PUB DATE- 88

NOTE- 726p.; For related documents, see CE 049 854-857.

AVAILABLE FROM- American Institute of Small Business, 7515 Wayzata Blvd., Suite 201, Minneapolis, MN 55426 (Volumes I-II: \$105.00, or more--\$55.00; transparencies: \$115.00, 3 or more--\$103.50).

LANGUAGE- English

EDRS Price - MF04 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Accounting; Advertising; Bookkeeping; Business Administration; *Business Education; Decision Making; *Entrepreneurship; Financial Support; Insurance; Legal Responsibility; *Marketing; Personnel Management; Planning; Policy Formation; Postsecondary Education; Publicity; Public Relations; Purchasing; Retailing; Salesmanship; Secondary Education; *Small Businesses

This two-volume textbook and collection of overhead transparency masters is intended for use in a course in setting up a small business. The following topics are covered in the first volume: getting off to a good start, doing market research, forecasting sales, financing a small business, understanding the different legal needs of different types of firms, getting a small business organized, advertising, developing and conducting effective publicity and public relations campaigns, and purchasing the correct supplies from the correct suppliers. The second volume includes units on the following topics: bookkeeping fundamentals, accounting, business policies, techniques of selling, insurance

ED 291 976

CE 049 881

Smith, Janet, Ed.

People and Technology: Investing in Training for Europe's Future.
Joint EEC and MSC Conference Report. Volume I. EUROTECHNET Series
No. 1.

Commission des Communautés Européennes (Luxembourg).

REPORT NO. - ISBN-90-70776-20-0

PUB DATE- 87

NOTE- 70p.; Report of a conference sponsored by the Commission of
European Communities and the Manpower Services Commission (London,
England, November 25-27, 1986). For volume II, see CE 049 882.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive
(Program/Project Descriptions) (141)

DESCRIPTORS- *Adult Education; Corporate Education; Economic
Development; Employment Programs; Employment Qualifications;
Foreign Countries; *Futures (of Society); Information Science; J
Development; Job Training; Postsecondary Education; Productivity
*Program Development; Program Improvement; Public Policy; Region
Cooperation; Regional Planning; Retraining; School Business
Relationship; Social Change; *Technical Education; *Technological
Advancement; *Training Methods

IDENTIFIERS- *Europe; France; United Kingdom; West Germany

The conference "People and Technology: Investing in Training for
Europe's Future" was the largest combined conference and exhibition
ever launched by the European Community in the field of vocational
training. The major themes discussed during the course of the
conference were the future of training and work in light of
technological change; education, training, and technological change
in industry; job creation and new ways of working; the effects of
the new technologies on educational, business, and training
activities; training and technology policies for Europe's future;
the impact of new technology on education and updating; new
technologies and young people's future working lives; and
investment in enterprise and job creation. The first of four parts
outlines the major goals of the conference and the major action
areas discussed by the conference participants. Part II consists of
summaries of the main speeches delivered, and Part III summarizes
the round table discussions and forums that were held on the
following topics: the effects of the new technologies on

Pepper, Claude

Nursing Home Insurance: Exploiting Fear for Profit? (An Examination of an Emerging Long-Term Care Insurance Market.) A Briefing Report by the Chairman of the Subcommittee on Health and Long-Term Care the Select Committee on Aging, U.S. House of Representatives, One Hundredth Congress, First Session.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-100-634

PUB DATE- Nov 87

NOTE- 43p.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - General (140)

DESCRIPTORS- Consumer Education; *Consumer Protection; *Health Insurance; *Insurance Companies; Marketing; *Nursing Homes; *Older Adults; *State Legislation; State Standards

IDENTIFIERS- Congress 100th; *Long Term Care

This report describes the activities of the United States House of Representatives Subcommittee on Health and Long-Term Care in its effort to examine abuses in the sale of nursing home insurance. Earlier Congressional studies of abuses in the sale of health insurance to the elderly are discussed as background material for the present investigation. The problems and costs involved in long-term care are explored; the availability of long-term care insurance is described; and limitations, restrictions, and abuses in the sale of long-term care insurance to the elderly are discussed. Highlights of the 1987 report of the General Accounting Office's (GAO) investigation of available policies are included which list long-term care policy restrictions identified by GAO, describe abuses in the sale of long-term care insurance to the elderly, and present GAO's recommendations for reform. Highlights are included from the Subcommittee's telephone survey of the 50 State Insurance Commissioners' offices which show the lack of legislation or regulation with respect to abuses in the sale of long-term care insurance. The Subcommittee's experience using an older adult investigator during actual sales presentations is documented. Finally, recommendations are made for the Congress, the states, consumers, and the private insurance industry. Data tables and relevant materials are appended. (NB)

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General
(050) Reference Materials - Bibliographies (131)
Dissertations/Theses - Undetermined (040)

DESCRIPTORS- Adolescents; Annotated Bibliographies; *Crisis
Intervention; Helping Relationship; High Risk Students;
Identification; *Prevention; School Personnel; Secondary Education
*Secondary School Teachers; Student Problems; *Suicide; *Teacher
Role

IDENTIFIERS- *Adolescent Suicide

This report was written to provide educators with information on their role in dealing with the problem of adolescent suicide. A review of current literature was conducted to give educators accurate teenage suicide information, and an annotated bibliography of relevant citations from that review is included. Thirty entries are organized in the areas of suicidal facts and statistical information, causal factors, warning signs and suicidal cues, prevention and intervention, and the educator's role. A glossary of relevant terms is included. A summary of information obtained from the research and literature review follows the bibliography. Suicidal warning signs are summarized and examples of situational, behavioral, emotional, and verbal clues which may indicate suicidal ideation are listed. Recommendations for educators are given. References are included. (NB)

ED 292 005

CG 020 612

Rakow, Linda S.

An Annotated Bibliography of the Literature Dealing with Helping
Children Understand and Cope with Their Stress.

PUB DATE- Apr 87

NOTE- 83p.; Exit Project, Indiana University at South Bend.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131) Reports -
General (140)

DESCRIPTORS- *Adolescents; Annotated Bibliographies; *Children;
*Coping; Elementary Secondary Education; Helping Relationship;
Parent Role; *Stress Management; *Stress Variables; Teacher Role
This annotated bibliography of literature dealing with childhood
stress begins with a discussion of the harmful effects of stress on
children and the need for parents, teachers, and other adults in

Schilmoeller, Gary L.; And Others
Comparative Health Characteristics of Adolescent and Older Mothers
and Their Offspring in Maine.

PUB DATE- Nov 87

NOTE- 17p.; Paper presented at the Annual Conference of the National
Council on Family Relations (49th, Atlanta, GA, November 14-19,
1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS Abortions; *Adolescents; Adults; *Age Differences;
Birth; *Birth Rate; Birth Weight; Demography; *Early Parenthood;
Health; Individual Characteristics; Infants; Marital Status;
*Mothers; *Problems; Rural Population

IDENTIFIERS-

Health and demographic characteristics of adolescent and older mothers have been examined mostly in samples representative of urban populations often with large proportions of racial or ethnic minorities. The generalizability of data from urban, heterogeneous samples to service providers in states with large rural and semi-rural populations is questionable. This study analyzed the incidence of births to adolescents in Maine and compared the health and demographic characteristics of this population to those of older mothers. Data from the Maine Office of Data, Research and Vital Statistics revealed that both the number of births to adolescents as a percentage of all births and the birth rate for adolescents declined through the 1970s and into the mid-1980s. The percentage of adolescents not married at the time they gave birth rose from 20.9% in 1970 to 58.0% in 1985. For the years of 1980 through 1984, adolescent mothers began prenatal care on average about one-half month later than did older mothers. Compared to infants born to older mothers, a higher percentage of infants born to adolescents weighed less than 2,500 grams. The trend was linear, with the highest percentage of low birthweight infants being born to the youngest mothers. The mean Apgar scores for infants born to adolescents were lower than were scores for infants of older mothers. Adolescents were disproportionately represented in the category of abortions. (NB)

ED 292 033

CG 020 640

Legislation on Community Corrections Issues. Report No. 5.
Wisconsin State Legislative Council, Madison.

PUB DATE- 13 Apr 87

NOTE- 17p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Child Caregivers; *Community Programs; *Correctional
Rehabilitation; Court Litigation; *Criminals; *Punishment; *State
Legislation; Victims of Crime

IDENTIFIERS- *Probation (Criminal Justice); *Restitution; Wisconsin

This report presents Wisconsin state legislation on community corrections issues. Part I provides a description of key provisions of two relevant 1987 assembly bills. Part II summarizes activities of the Wisconsin State Legislative Council's Special Committee on Community Corrections Issues. Part III provides a description of the background and major provisions of 1987 Assembly Bill 260 which: (1) allows the court to order payment of unpaid restitution as a condition of parole for revoked probationers; (2) requires the district attorney to obtain information on the victim's pecuniary loss, unless a presentence investigation is ordered; (3) clarifies that the victim must demonstrate losses and the defendant must demonstrate ability to pay; (4) allows the court to establish a restitution payment schedule; and (5) allows the court to order joint and several liability for restitution payments. Part IV provides a description of the background and major provisions of 1987 Assembly Bill 261 which specifies that persons participating as child care workers in the Department of Health and Social Services' pilot project to provide child care services to children of probationers are state agents and covered by state liability programs, and authorizes the Department of Justice to treat, as a state agent, any person participating as a child care worker in the project. A list of committee materials is appended. (NB)

ED 292 034

CG 020 641

Legislation on Long-Term Care Insurance. Report No. 11.
Wisconsin State Legislative Council, Madison.

Hartman, E. Alan; And Others

Robustness of Job Classification Systems: An Examination of Alternative Indicators.

PUB DATE- 15 Jan 87

NOTE- 22p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classification; Cluster Grouping; Higher Education; *Job Analysis; *Occupational Clusters; *Occupational Information; *Supervisors; Validity

Any attempt to describe every job position and the activities contained in it would yield a confusing mass of information. Consequently, industrial psychologists have generated methods for classifying occupational positions into a smaller number of jobs or job families. Based on prior research it has been concluded that different kinds of job descriptors yield different job classifications. The limited robustness of such classification systems observed in previous efforts might be attributed to the use of only a few, relatively homogeneous jobs. To examine this hypothesis, both task and ability requirements data were used to describe some 600 positions in occupational fields ranging from clerk to computer programmer. All student assistant positions within a midwest university were studied. A job analysis questionnaire was developed and 79 supervisors of student assistants were asked to complete one response sheet for each unique student position supervised. Separate occupational classifications were developed for each type of indicator using a Ward and Hook (1963) procedure. In cross-validation, it was found that the two indicator types yielded very similar occupational classifications. These findings support the validity of job families derived from the Ward and Hook clustering procedure for both tasks and skills/abilities. (Author/NB)

in an integrated program achieved higher scores on both reading and writing measures. Children who were daily engaged in holistic lessons that included reading and writing and stories and messages achieved accelerated progress. (Five data tables and nine figures are included, and 18 references are appended.) (Author/JK)

ED 292 062

CS 009 065

Rosenblatt, Louise M.

Writing and Reading: The Transactional Theory. Technical Report No. 416.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Jan 88

NOTE- 20p.; Portions of this paper were presented at the Conference on Reading and Writing Connections (Urbana-Champaign, IL, October 19-21, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - General (140)

DESCRIPTORS- Language Role; Reading Attitudes; *Reading Processes; *Reading Writing Relationship; Schemata (Cognition); Teacher Role; *Writing Processes

IDENTIFIERS- Aesthetic Response; Metalinguistic Awareness; *Selective Attention; Text Factors; Theoretical Analysis; *Transactional Theory; Writing Attitudes; Writing Contexts

Because any reading or writing research project or teaching method rests on some kind of epistemological assumptions and some models of reading and writing processes, a coherent theoretical approach to the interrelationships of the reading and writing processes is needed. In light of the post-Einsteinian scientific paradigm and Peircean semiotics, reading and writing are seen as always involving individuals, with their particular linguistic/experiential resources, in particular transactions with particular environments or contexts. Analyses of the reading and writing processes reveal parallelisms in patterns of symbolization and construction of meaning. The processes associated with "literary" and "nonliterary" reading and writing concern the reader's or writer's stance, which can fall into different parts of the "efferent/aesthetic continuum": stance is determined by the

ED 292 076

CS 009 080

Lewis, Martina E.

Applications of Videodisc Technology to Language Arts, Grades K-12: A Review of the Literature.

PUB DATE- Apr 88

NOTE- 31p.; Portions of this paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Audiovisual Aids; Audiovisual Instruction; Electronic Equipment; Elementary Secondary Education; Instructional Materials;

*Interactive Video; Language Arts; Media Adaptation; Technological Advancement; *Videodisks; Video Equipment

IDENTIFIERS- Video Technology

This monograph traces the history of videodisc technology, describes the videodisc and its functions, reviews classroom applications and limitations, and discusses the future use of videodisc technology in elementary and secondary language arts classes. Two videodisc formats are discussed--constant linear velocity (CLV), and constant angular velocity (CAV). Five levels of interactivity in interactive video technology are outlined, and the capabilities and applications to education are presented for each level. The section on videodisc technology identifies various educational uses for the videodisc, including drill and practice, tutorial, and simulation activities. The monograph also considers the advantages of using the videodisc in comparison with 16-mm film and videotapes, and its effectiveness in teaching science, math, AIDS education, and social skills to handicapped children is also noted. Several projects employing videodisc technology are examined, including the Media Development Project for the Hearing Impaired (MDHPI), Interactive Videodiscs in Special Education Technology (IVSET), and Principle of the Alphabet Literacy System (PALS). A list of over-the-counter videodisc films is cited for use in language arts classes. (Figures of the levels of interactivity with applications to education, response of proponents of videodisc technology to public educators' concerns, and interactive videodiscs in language arts are included, and 69 references are appended.) (MM)

Emery, Edwin; McKerns, Joseph P.

AEJMC: 75 Years in the Making--A History of Organizing for Journalism and Mass Communication Education in the United States. Journalism Monographs Number 104.

Association for Education in Journalism and Mass Communication.

PUB DATE- Nov 87

NOTE- 100p.

AVAILABLE FROM- Association for Education in Journalism and Mass Communication, 1621 College Street, University of South Carolina, Columbia, SC 29208-0251 (single issue \$5.00; U.S. subscription \$15.00 individual, \$20.00 institution).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Historical Materials (060) Reports - General (140) Collected Works - Serials (022)

DESCRIPTORS- Educational Improvement; History; *Journalism; *Journalism Education; Mass Media; *Professional Associations; *Teacher Associations

IDENTIFIERS- American Association of Schs and Depts Journalism; American Society of Journalism Administrators; *Association for Education in Journalism and Mass Commun; Association for Education in Journalism; Historical Materials; Monographs; *Organizational History

Commissioned by the Association for Education in Journalism and Mass Communication (AEJMC), this monograph presents the highlights of the history of organized efforts to improve education for journalism in the United States and to stimulate studies in the field of mass communication. Following brief biographies of the AEJMC founding fathers, Willard Grosvenor Bleyer and Walter Williams, the major portion of the monograph is divided into three parts interspersed with other biographical vignettes and set off by two interludes. The first part summarizes the founding years (1912-1938) of the American Association of Teachers of Journalism (AATJ) and the Association of American Schools and Departments of Journalism (AASDJ). The 40-year history of the American Society of Journalism School Administrators (ASJSA) is outlined in an interlude. The second part discusses the formative years of ASJSA, the Association for Education in Journalism (AEJ), and the American Council on Education for Journalism (ACEJ) from 1939-1963 while impressions of more than 50 years of conventions are conveyed in the second interlude. The third part recounts the history of AEJMC and the Association of Schools of Journalism and Mass Communication

Kelley, Patricia; Williams, Bonnie

The Use of Assigned Writings as an Adjunct to Therapy with
Individuals, Couples, and Families.

PUB DATE- Oct 86

NOTE- 30p.; Paper presented at the Annual Conference of the American
Association for Marriage and Family Therapy (44th, Orlando, FL,
October 23-26, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Speeches, Conference Papers, "Papers
Presented at..." (150)

DESCRIPTORS- Case Studies; *Counseling Techniques; Family Counseling;
Individual Counseling; Marriage Counseling; Outcomes of Treatment;
*Psychotherapy; Social Work

IDENTIFIERS- *Assigned Writing; Therapeutic Communication; Writing
Models

Although psychotherapy traditionally has been thought of as talking
therapy, written communication can be used as an effective
supplement, across a range of theoretical approaches and
therapeutic stages. Writing can aid clients in deepening awareness
and enable them to use their inherent resources for becoming whole
persons. For example, one therapist found writing to be extremely
effective in helping a patient to gain a sense of control over her
life. The patient, troubled by indecisiveness about a career choice
and clingy, jealous behavior with her boyfriend, found that her
daily two-page journal assignments helped her both to face small
issues as they arose and to control her over-expression when she
was upset. In another case assigned writing was used with partial
success with a couple whose marriage was disturbed by the wife's
temper tantrums. Although the husband did not complete his assigned
writings, the wife improved a great deal as a result of recording
instances of her irrational behavior. Writing was also used as a
successful adjunct to therapy with a family upset about the
youngest child's leaving home. Although there are some possible
disadvantages of writing (in some cases it may be alienating, and
in other cases clients might verbalize ideas they do not want to
put on paper), in general, the discriminate use of writing as an
adjunct to face-to-face psychotherapy is helpful. (Nineteen
references are appended.) (ARH)

ED 292 120

CS 211 097

Chafe, Wallace

What Good Is Punctuation? Occasional Paper No. 2.

California Univ., Berkeley. Center for the Study of Writing.

SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.

PUB DATE- Nov 87

NOTE- 10p

LANGUAGE- english

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Grammar; *Inner Speech (Subvocal); *Oral Reading;

*Punctuation; Reading Writing Relationship; Writing (Composition);
Writing Instruction; Written Language

IDENTIFIERS- Author Text Relationship; Writing Style

Punctuation contributes substantially to the effectiveness of a piece of writing, and its successful use calls for an awareness of the sound of written language. For centuries, debates have existed over whether punctuation is determined by grammar, or whether its primary function is to signal the "prosody"--the patterns of pitch and stress and hesitations--that authors intend and that readers attribute to a piece of writing. One reason for the inconclusiveness of these debates is the fact that prosody and grammar often support each other. Much 19th-century writing included punctuation that was not in accord with grammatically based rules. However, other literature (for example, certain unpunctuated sequences in James Agee's "A Death in the Family") shows how punctuation, or the lack of punctuation, does not reflect the way the writing sounds. These styles of writing are distinguished by the degree to which their punctuation captures the prosody of the inner voice. Reading aloud can make the inner voice overt by turning written language into spoken language, but whereas reading aloud is subject to various physical and psychological constraints, the inner voice is not. In teaching writing, the importance of listening to what is written should be stressed. In addition to being sensitized to their inner voices, students can benefit from knowing the range of available punctuating options. (Five references are appended.) (MH)

Marlier, John

Organizational Communication Inc.: Designing the Organizational Communication Theory Class as an Organizational Simulation.

PUB DATE- Nov 87

NOTE- 20p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Class Organization; Classroom Environment; Course Organization; *Curriculum Design; Educational Strategies; *Experiential Learning; Group Dynamics; Higher Education; *Organizational Communication; Simulation; Teaching Methods; Theory Practice Relationship

IDENTIFIERS- *Classroom Simulation; Organizational Behavior; Organizational Skills

A college course in Organizational Communication typically involves the study of how people act within organizations, and why. Instructors should design a course which provides a realistically complex and extensive experiential simulation of organizational social dynamics over time, while still providing adequate theoretical input to facilitate a student's conceptual understanding of those dynamics. One approach to solving this problem is to design the course itself as an organizational simulation, with the purpose of the organization being related to the integrated, critical learning of organizational theory. Textbook readings provide an integrated conceptual overview of the role of communication in organizations. As students work through a series of exercises designed to help them identify people they could work with effectively, form teams, and work with others to accomplish various tasks, they use the reading material to guide their decision making in accomplishing these tasks. Assignments include a group-written final exam and a group-written term paper, and these, along with quizzes, participation, and peer evaluation, determine the final grade. By the end of the term students are expected to analyze objectively their own effectiveness as participants in the class organization, and to make defensible recommendations as to how they could have communicated more effectively. (MM)

Thompson, Robert J.; Burns, Gary
Nuclear Threats and Nuclear Families: The Theme of Safety in Family Sitcoms.

PUB DATE- Nov 87

NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)

DESCRIPTORS- Content Analysis; Family Life; Family Role; Modern History; *Nuclear Family; *Nuclear Warfare; Popular Culture; *Television; Television Research; World Problems

IDENTIFIERS- Television Criticism; *Television Role

The image of the family as a secure refuge against a threatening outside world has persisted in the television sitcom since its inception in the early 1950s. Although some television programs have dealt with major problems directly, most, including the sitcom, have completely ignored them. Harnessing hysteria over the possibility of a nuclear attack, early sitcoms made a politically charged point about the status and importance of the nuclear family. During the Cuban Missile Crisis, for example, "Leave It to Beaver" confirmed the sanctity and security of the borders of the nuclear family and its household--any trouble was always generated by someone on the outside. The placing of the symbolic locus of safety in the nuclear family has occurred at the expense of other social movements in the United States; anything short of a traditional family is often portrayed as dangerous. The hardships that come to two-career couples, women over the age of 35 who want to give birth, and couples who send their children to daycare are emphasized in "Trapper John, M.D." and "St. Elsewhere." These negative images of nontraditional approaches to family are buttressed by the positive images of the old-fashioned way of doing things, as presented in "The Cosby Show." Although recently there are some exceptions, such as "The Young Ones," which reverses the customary roles of "inside" and "outside," in general even the seemingly innovative sitcoms are a return to the stable, safely defined parameters of the genre. (Twelve footnotes are appended.) (ARH)

Thorpe, Judie Mosier

The Responsible Media Communicator: Guidelines for Consulting in the Information Age.

PUB DATE- Apr 88

NOTE- 17p.; Paper presented at the Annual Meeting of the Central States Speech Association (Schaumburg, IL, April 6-8, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Codes of Ethics; *Consultants; Corporate Education; Implant Programs; Institutions; Mass Media; *Media Specialists; Organizational Communication

IDENTIFIERS- *Consultant Role

As more and more organizations are utilizing media such as videotape, electronic mail, computer-based training, and video-conferencing, the role of the media professional becomes more crucial. The responsible media communicator must be cognizant of the ethical concerns of the consultant and adapt these to the special needs of the client and the technology used. Since research has shown that in the past media consultants have sometimes been involved in unethical practices, a set of guidelines for media professionals would be a timely contribution to the emerging field. It has been proposed that responsible media consultants: (1) will not oversell their expertise; (2) will detail their activities for the organization in contract form; (3) preserve client confidentiality; and (4) ensure the safety of the organization's information. In addition, as Gerald Goldhaber points out in "Organizational Communication," a consultant who is providing training should: (5) treat trainees with dignity; (6) provide opportunities for self-actualization for trainees; (7) encourage critical thinking; (8) devote explicit attention to ethical problems; (9) show concern for long-term development of trainees' careers; and (10) if a university faculty member, the trainer should take care that consulting does not jeopardize either an employer or client. (Forty-four references are attached.) (ARH)

(funding sources, funding stability, and established spending patterns) and raise many unresolved questions. The support of both public and private school systems from the diminishing pool of funds potentially moves both systems toward mere survival. The apparently healthy compromise between parental choice and government responsibility may further disperse available educational resources. Appended are 2 tables and 11 references. (MLH)

ED 292 176

EA 019 835

Bell, Colleen S.

"Complicating" Educational Administrators.

PUB DATE- 31 Oct 87

NOTE- 18p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Charlottesville, VA, October 30-November 1, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Education; Elementary Secondary Education; *Field Experience Programs; Higher Education; *Interviews; Organizational Theories; *School Community Relationship

IDENTIFIERS- *Career Patterns; *Organizational Culture

Administrators desiring to lead organizations that will adapt and survive in a complex environment like today's public schools need to develop what Karl Weick calls "complicated" understanding of "requisite variety." The law of requisite variety states that a diverse and complicated environment demands similar diversity from its inhabitants if they are to monitor it accurately enough to survive. Despite tendencies toward simplifying, homogenizing, and crudely registering consequential events to save time and streamline decision-making, arguments for developing complicated understanding are persuasive. When managers broaden their capacity for perceiving organizational events, the organization benefits from more effective problem-solving, greater understanding among subordinates and publics, and more productive use of dissent. This paper discusses instructional activities designed to develop complicated understanding of three central phenomena: (1) organizational careers; (2) organizational culture; and (3) bases of local school support. The first exercise required students to explore diverse career experiences through interviews with

Lufner, Henry S., Jr.

Pupils.

PUB DATE- 87

NOTE- 40p.; In: Thomas, Stephen, B., Ed. The Yearbook of School Law, 1987. National Organization on Legal Problems of Education, 1987 (EA 019 899).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Bilingual Education; Compliance (Legal); Constitutional Law; Corporal Punishment; *Court Litigation; Desegregation Litigation; Drug Abuse; Due Process; Elementary Secondary Education; Freedom of Speech; Legal Problems; *Legal Responsibility; *School Law; *School Responsibility; Search and Seizure; Student Placement; *Student Rights; Testing

This chapter reviews court decisions in education during 1986 that addressed issues related to student rights and the jurisdiction of schools with respect to pupils. The first section of the review covers the issues of public school assignment, tuition, transportation, and compulsory attendance. This is followed by short discussions of cases arising from bilingual and bicultural programs, and those having to do with private and parochial schools. Attempts by school districts to control the use and sale of drugs by students have led to a sharp increase in cases reported in the sections of this chapter discussing the substantive rights of students in search and seizure cases and sanctions for student misconduct. Also discussed are cases that interpret First Amendment rights with respect to religion and free expression, cases arising from corporal punishment, and legal challenges to student testing and placement. The final section addresses school desegregation decisions and issues, including systemwide remedies, cross-district remedies, oversight of desegregation plans, state court cases, and liability for attorney's fees. (TE)

ED 292 191

EA 019 903

Cambron-McCabe, Nelda H.

Handicapped.

PUB DATE- 87

NOTE- 25p.; In: Thomas, Stephen, B., Ed. The Yearbook of School Law,

Sanchez, Karen L. Van Til; Hall, Gayle C.
Models for Selecting Chief State School Officers. Policy Memo Series,
No. 1.

Consortium on Educational Policy Studies, Bloomington, IN.

PUB DATE- Mar 87

NOTE- 32p.; This Consortium is funded by the Lilly Endowment.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Accountability; Administrator Qualifications;
Administrator Role; *Administrator Selection; Elementary Secondary
Education; *Governance; Models; Political Influences; Political
Power; Politics of Education; Power Structure; State Agencies;
*State Government; *State Officials; *State Supervisors

The process of selecting a chief state school officer (CSSO) can be a significant means of allocating policymaking power in state educational governance. This paper examines the role of the chief state school officer and explains how that role is influenced by the selection process. Four selection models are described, along with the advantages and disadvantages of each: (1) the governor appoints the board of education, which appoints the CSSO; (2) the elected state board of education appoints the CSSO; (3) the governor appoints the state board of education and the CSSO is elected by the public; and (4) the governor appoints the state board of education and the CSSO. Accountability, the relationship of elected officials to the constituents and public bureaucracies to elected officials, varies for each model, as does policymaking power. Specific qualifications and responsibilities of the office are also described as well as the chief state school officer's relationship to other state policymakers. (Author/TE)

Marshall, Jon C.; And Others
State Initiatives in Minimum Competency Testing for Students. Policy
Issue Series, No. 3.

Consortium on Educational Policy Studies, Bloomington, IN.

PUB DATE- May 87

NOTE- 80p.; This Consortium is funded by the Lilly Endowment.

collegiality and decision-making responsibility. As administrator roles are reshaped to allow nonthreatening power-sharing with other staff, the entire school community will benefit from a collaborative learning and working environment. Included are nine references. (MLH)

EC

ED 292 218

EC 200 751

Shaver, James P.; And Others

Is There A "Best" Way To Change Attitudes toward Persons with Disabilities? A Review of Research.

PUB DATE- Apr 87

NOTE- 61p.; Paper presented at the Annual Convention of the Council for Exceptional Children (65th, Chicago, IL, April 20-24, 1987). For a related document, see ED 286 335.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Attitude Change; *Disabilities; Effect Size; *Meta Analysis; *Research Methodology; Statistical Analysis

Meta-analysis was used to conduct an integrative review of the research on modifying attitudes toward persons with disabilities. Prior reviews, using small samples and lacking systematic data collection and analysis, were unable to draw firm conclusions about the effectiveness of attitude modification techniques. In the hope of correcting these deficiencies, an exhaustive search of all English-language research reports in the United States and Canada was undertaken that identified 667 potentially relevant items. Screening for relevance and adequacy of information reduced the accessible population for the integrative review to 273 reports describing a total of 644 treatment groups. A coding instrument containing some 162 categories was used and extensive quantitative analysis undertaken, but no clear-cut findings emerged. The major conclusion was that there had been a great deal of variety in the

Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Computer Literacy; *Computer Uses in Education; *Course Descriptions; Elementary Secondary Education; Foreign Countries; *Gifted; *Problem Solving; *Programing; Special Schools

IDENTIFIERS- South Africa

The paper describes the informatics curriculum (the study of computer hardware and software as a tool in problem solving) in a special school for gifted children in South Africa. The program's aims (including development of a structured approach to general problem solving and stimulation of pupil interest in technology) are listed and discussed. A syllabus covering a 6-year program from standard (grade) 5 through standard 10 is presented. Concepts covered include computer components, algorithms and flow charts, BASIC commands, number systems, subroutines, functions, Boolean algebra, logical operations, systems theory, operations on matrices, FORTRAN, computer graphics, and PASCAL. Examples of students' written programs and subprograms and a sample problem for student solution are offered. (DB)

ED 292 234

EC 202 016

Calitz, L. P.

A Competency Based Teacher Training Programme for the Instruction of Gifted and Talented Children.

PUB DATE- Jun 84

NOTE- 21p.; Paper presented at the International Conference: Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Ability Identification; Acceleration (Education); Classroom Techniques; *Competency Based Teacher Education; *Curriculum Development; Educational Needs; Enrichment Activities; Foreign Countries; *Gifted; *Individual Needs; Preservice Teacher Education; *Special Programs; *Talent; Teacher Qualifications; Teacher Role; Teaching Methods; Teaching Skills

list of needs, recommended strategies to respond to those needs, a brief description of a model program, a summary table with cross references between strategies and needs, and two case studies. Recommendations involve such issues as accepting families' and disabled persons' desires for placements in integrated settings, providing flexibility in guidelines for funding services, and allowing families to decide which services they actually want to use. (JDD)

ED 292 248

EC 202 030

Catastrophic Health Insurance: The Needs of Children. Joint Hearing before the Subcommittee on Health and Long-Term Care of the Select Committee on Aging and the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session.

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 23 Mar 87

NOTE- 298p.; Aging Committee Pub. No. 100-629. Parts of the document contain small print.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Disabilities; *Diseases; Early Childhood Education; Elementary Secondary Education; *Federal Aid; *Federal Legislation; *Financial Support; *Health Insurance; Health Services; Hearings; National Organizations; Pediatrics; Personal Narratives

IDENTIFIERS- *Catastrophic Insurance

This joint hearing, held on March 23, 1987, focused on the needs of chronically ill children for catastrophic health insurance. The first panel included the personal accounts of young Americans with chronic health problems, their parents, and a spokesperson from the National Foundation for Home Care. The second panel illustrated the dimension of the problem and included presentations from the Foundation for Hospice and Home Care, American Academy of Pediatrics, Western Association of Children's Hospitals, and National Maternal and Child Health Resource Center. The third panel outlined responses to the catastrophic health care needs of children, prepared by representatives from the Children's Defense Fund, National Association of Children's Hospitals and Related

ED 291 865

CE 048 905

Cackler, William

A Farm Management Problem. Student Workbook. AGDEX 810.
Ohio State Univ., Columbus. Agricultural Curriculum Materials
Service.

SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Agricultural
Education Service.

PUB DATE- 86

NOTE- 16p.; For a related teacher guide, see CE 048 906.

AVAILABLE FROM- Ohio Agricultural Education Curriculum Materials
Service, 2120 Fyffe Road, Room 254, Columbus, OH 43210-1099.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Agribusiness; *Agricultural Education; *Agricultural
Production; Agricultural Supplies; Behavioral Objectives;
*Budgeting; Cost Estimates; Equipment Utilization; Facility
Planning; Farm Accounts; *Farm Management; Learning Activities;
Lesson Plans; Life Cycle Costing; Records (Forms); Secondary
Education; *Simulation; *Vocational Education; Workbooks

IDENTIFIERS- Ohio

This workbook is intended for use by students taking part in a farm
management simulation that has been designed to help them develop
competency in both crop and livestock farming. The introductory
section presents an overview of the workbook's contents. The
remainder of the workbook contains rules for the farm management
problem, farm layouts, crop reporting sheets and a tillage plan, a
livestock report, budgets for a crop or livestock enterprise, and
sample computer budgets. (MN)

ED 291 866

CE 048 906

Cackler, William

A Farm Management Problem. Teacher Guide. AGDEX 810.
Ohio State Univ., Columbus. Agricultural Curriculum Materials
Service.

SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Agricultural
Education Service.

Promotion of Cooperation among Research and Development Organizations in the Field of Vocational Training. Scenario of the Vocational Training Systems in the Federal Republic of Germany to 1995.

PUB DATE- 86

NOTE- 13p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Economic Factors; *Educational Needs; *Educational Trends; Foreign Countries; *Futures (of Society); Long Range Planning; *Needs Assessment; *Technological Advancement; *Vocational Education

IDENTIFIERS- *West Germany

A forward-looking scenario for the vocational training system extending to the year 1995 is composed of two parts. The first comprises a forecast, with both optimistic and pessimistic variants, relating to the economic, technical, political, and demographic contextual aspects that play a major role in determining the profile of the vocational training system. The second part charts out the response paths for the vocational training system. The demand for training places is conditioned by the demographically induced decline in the number of school leavers and the marked upgrading of the importance of holding a school-leaving certificate. Only in the event of a favorable economic trend does the supply of training opportunities surpass the demand. The school-leaving certificate becomes increasingly important as a criterion for access to in-company vocational training. The prospects for meeting the needs of problem groups deteriorate. A shift occurs in in-company vocational training provision in the direction of medium and large companies and the service sector. The spread of information technology implies a considerable raising of skill requirements in many training occupations. Demands on trainers increase substantially with the need for more compact training processes based on more intensive use of training media and new learning and teaching methods. (YLB)

ED 291 880

CE 049 593

Schmidt, Hermann

Impact of Technology. Results of Vocational Training Research and Development in the Federal Republic of Germany.

PUB DATE- Dec 87

ED 291 894

CE 049 699

Passmore, David L.

Employment of Young GED Recipients. GED Research Brief No. 14.
American Council on Education, Washington, DC. GED Testing Service.

PUB DATE- Sep 87

NOTE- 5p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Employer Attitudes; *Employment Level; *Entry Workers;
*High School Equivalency Programs; *High School Graduates; High Schools;
Job Placement; *Outcomes of Education; Program Effectiveness;
Promotion (Occupational); Unemployment; *Wages

IDENTIFIERS- *General Educational Development Tests; National Longitudinal Survey Youth Labor Market Ex

A study used the National Longitudinal Surveys of Labor Force Experience Youth Cohort to determine the labor market consequences for young people of acquiring a General Educational Development (GED) degree in 1985. Three major consequences of receiving a GED were examined: labor force participation, employment status, and hourly wages. The analysis showed that GED recipients had greater chances of being labor force participants than young people with GEDs or high school diplomas. High school graduates were more likely to be participants than were GED recipients. Moreover, the more time that elapsed after obtaining a GED or a high school diploma, the greater the chance that a youth was a labor force participant. As was observed with labor force participation, the chances of being employed were much greater in 1985 for young high school graduates than for GED recipients or youths with neither GED nor a high school diploma. Interpretation of annual salaries from hourly wages indicated that the typical GED recipient would have earned in 1985 about \$780 more than a youth without a GED or diploma, but \$1,340 less than a youth with a high school diploma. Further research is needed to determine what the GED means to employers, to GED recipients and aspirants, and to the general public. (KC)

ED 291 895

CE 049 700

discussed their plans for the National Center facilities that would eventually be developed by subcontracting institutions. Afterward the field readers revised their scores. This adjustment resulted in increases of 2.4, 13.2, and 9.2 points in the respective scores of Ohio State, Berkeley, and Northern Arizona. The assistant secretary then recommended that Berkeley receive the grant because it had the highest score. (MN)

ED 291 908

CE 049 743

Practical Arts. Arkansas Public School Course Content Guide.
Arkansas State Dept. of Education, Little Rock.

PUB DATE- 87

NOTE- 27p.; For related documents, see ED 285 978-983.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Agricultural Education; Basic Skills; Behavioral Objectives; *Business Education; *Course Content; Daily Living Skills; Grade 7; Grade 8; *Home Economics; *Industrial Arts; Junior High Schools; *Practical Arts; Skill Development; State Curriculum Guides; Statewide Planning; Technology

IDENTIFIERS- Arkansas

This guide outlines the basic, developmental, and extension skills that should be covered in practical arts courses (for grades 7 and 8) presented within the framework of agricultural, business, home economics, and industrial arts/technology education programs. The first section lists practical arts skills related to the following areas of agricultural education: agricultural careers; country living; techniques of handling horses; procedures involved in managing beef cattle, dairy cattle, swine, sheep and goats, and poultry; techniques for caring for small animals, bees, and earthworms; methods of growing field crops and small grain; horticulture; forest management, the Future Farmers of America; mechanical drawing; methods of working with cold metal and wood; small power tools; electricity; and painting techniques. The section on business education covers keyboarding, computers and business applications, business machines and reprographics, and business communications. Practical arts skills in the section on home economics relate to child care, clothing and textiles, food and nutrition, the Future Homemakers of America, resource management, and personal management and relationships. The final

ED 291 922

CE 049 765

The Bottom Line: Basic Skills in the Workplace.
Department of Education, Washington, DC.; Department of Labor,
Washington, D.C.

PUB DATE- 88

NOTE- 57p.; Introduction by William J. Bennett.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)

DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Basic Skills
Corporate Education; Guides; Illiteracy; *Inplant Programs;
*Literacy Education; Program Development; *Program Implementation

This booklet provides guidelines for setting up workplace programs to strengthen employee basic skills. It is intended to help employers who are contemplating the establishment of basic skills training programs and those with programs already in place who seek to improve their current designs. Part I addresses the basic skill problem in the workplace, the need to meet workplace literacy demands, and how to build a literate work force. Part II focuses on how to identify workplace literacy problems. Guidelines are provided on how to conduct a literacy audit. Part III presents the methodology for solving workplace literacy problems through implementation of a training program. It covers these steps: designing the training program, setting goals, assessing available resources, recruiting trainees, working with partners, building the curriculum, and evaluating the program. Part IV contains a listing of references and suggested readings, as well as brief descriptions and addresses for additional sources of information. (YLB)

ED 291 923

CE 049 767

Sutherland, Ned B.; And Others

Statewide Case Study on the Status and Coordination between the
D. Perkins Vocational Education Act and the Job Training
Partnership Act.

Michigan State Advisory Council for Vocational Education, Lansing

PUB DATE- Nov 87

NOTE- 53p.; statewide case study. The statewide data were compiled

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

ED 291 936

CE 049 788

Manufacturing Materials and Processes. Grade 11-12. Course #8165 (Semester). Technology Education Course Guide. Industrial Arts/Technology Education.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.

PUB DATE- 88

NOTE- 119p.; For related documents, see CE 049 780-794.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Assembly (Manufacturing); Behavioral Objectives; Ceramics; Grade 11; Grade 12; High Schools; *Industrial Arts; Learning Activities; Learning Modules; Lesson Plans; *Manufacturing; *Manufacturing Industry; Metals; Polymers; Statistical Data; *Technology Curriculum Guides; *Technology

IDENTIFIERS- North Carolina

This guide is intended for use in teaching an introductory course in manufacturing materials and processes. The course centers around four basic materials--metals, polymers, ceramics, and composites--and seven manufacturing processes--casting, forming, molding, separating, conditioning, assembling, and finishing. Concepts and classifications of material conversion, fundamental manufacturing materials and processes, and the main types of manufacturing materials are discussed in the first section. A course content outline is provided in the second section. The remainder of the guide consists of learning modules on the following topics: manufacturing materials and processes, the nature of manufacturing materials, testing materials, casting and molding materials, forming materials, separating materials, conditioning processes, assembling processes, finishing processes, and methods of evaluating and analyzing products. Each module includes information about the length of time needed to complete the module, an introduction to the instructional content to be covered in class, performance objectives, a day-by-day outline of student learning activities, related diagrams and drawings, and lists of suggested textbooks and references. (MN)

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Computer Oriented Programs; Computer Science; *Computer Software; Continuing Education; *Curriculum Development; Delivery Systems; Foreign Countries; Information Dissemination; Information Processing; *Information Systems; *Information Technology; Information Utilization; *Microcomputers; Postsecondary Education; *Technological Advancement

This document is an interim report of a project funded by the Manpower Services Commission in Great Britain. The main aim of the project is to investigate how information technology (IT) may support the British Further Education Unit's proven curriculum development model. The report is structured around the five curriculum development processes in the model: values and needs, course design, implementation, evaluation and review, and support. Each of these elements is discussed in terms of a five-part classification of IT systems: information centers, information networks, computer-assisted learning, information processing, and image processing. The report contains introductory descriptions of various IT systems and explains how IT can apply to each of the five curriculum processes. Long-term and short-term aims are distinguished, and priorities for action are suggested. The report highlights management issues, staff development, and resources and provides an outline of phase 2 of the project. Finally, it offers detailed appendixes on computer-assisted learning, desktop publishing, expert systems, and interactive video, as well as a glossary and list of further reading. (KC)

ED 291 951

CE 049 839

Rivera, William M., Comp.; Davis, Cynthia, Comp.

Lifelong Learning Research Conference Proceedings (9th, College Park, Maryland, February 25-26, 1988).

Maryland Univ., College Park. Dept. of Agriculture and Extension Education.

PUB DATE- Feb 88

NOTE- 134p.

AVAILABLE FROM- Proceedings LLRC, Center for Professional Development, University of Maryland University College, University Blvd. at Adelphi Road, College Park, MD 20742-1668.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)

needs, self-improvement, personnel management, business plans and procedures for developing them, pitfalls and helpful hints, and techniques for staying on the road to success. Each of the individual units contains some or all of the following: an introduction to the chapter (including an outline of the topics to be covered); instructional text; sample questionnaires, forms, and exhibits; annotated lists of information sources; and a chapter summary. (MN)

ED 291 963

CE 049 854

How To Set Up Your Own Small Business. Study Guide.

American Inst. of Small Business, Minneapolis, MN.

PUB DATE- 88

NOTE- 107p.; For related documents, see CE 049 853-857.

AVAILABLE FROM- American Institute of Small Business, 7515 Wayzata Blvd., Suite 201, Minneapolis, MN 55426 (\$17.95; 10 or more--\$16.15).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Accounting; Advertising; Bookkeeping; Business Administration; *Business Education; Decision Making;

*Entrepreneurship; Financial Support; Insurance; Legal Responsibility; *Marketing; Personnel Management; Planning; Pol

Formation; Postsecondary Education; Publicity; Public Relations

Purchasing; Retailing; Salesmanship; Secondary Education; Site

Selection; *Small Businesses

This study guide is intended for use with the separately available entrepreneurship education text "How To Set Up Your Own Business. The guide includes student exercises that have been designed to accompany chapters dealing with the following topics: determining whether or not to set up a small business, doing market research, forecasting sales, selecting a site, financing a small business, understanding the different legal needs of different types of firms, getting a small business organized, advertising, developing and conducting effective publicity and public relations campaigns, purchasing the correct supplies from the correct suppliers, bookkeeping, accounting, establishing sound business policies, selling, assessing insurance needs, improving oneself, managing personnel, developing a business plan, and avoiding the pitfalls facing owners of small businesses and staying on the road to

educational, business, and training activities; basic education, training, and employment; new training materials and new qualifications; new technologies and enterprise creation; the impact of technological training on productivity and competition; management training for change; education and industry partnerships; and enterprise creation. Part IV is a report on the conference exhibition. (MN)

ED 291 977

CE 049 882

People and Technology: Investing in Training for Europe's Future = L'Homme et la Technologie: Investir dans la Formation pour l'Avenir de l'Europe = Menschen und Technologie: Für Europa's Zukunft in Ausbildung Investieren. Volume II. EUROTECNET Series No. 2.

Commission des Communautés Européennes (Luxembourg).

REPORT NO.- ISBN-90-70776-21-9-Vol-2

PUB DATE- 87

NOTE- 92p.; Papers presented at a conference sponsored by the Commission of the European Communities and the Manpower Services Commission (London, England, November 25-27, 1986). For volume I see CE 049 881.

LANGUAGE- English; French; German

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adult Education; Corporate Education; Economic Development; Employment Programs; Employment Qualifications; Foreign Countries; *Futures (of Society); Information Science; Development; Job Training; Postsecondary Education; Productivity; *Program Development; Program Improvement; Public Policy; Regional Cooperation; Regional Planning; Retraining; School Business Relationship; Social Change; *Technical Education; *Technological Advancement; *Training Methods

IDENTIFIERS- *Europe; France; United Kingdom; West Germany

The following papers are included in this volume: "Technological Change: The Future of Training and Work" (Lord Young of Graffham); "L'Education, la Formation et l'Evolution Technologique dans l'Industrie" (Mathias Hinterscheid); "Education, Training, and Technological Change in Industry" (Philippe Meyer); "Technologischer Wandel: Schaffung von Arbeitsplätzen und Innovation in der Arbeitswelt" (Ulrich Gruber); "Formation et Nouvelles Technologies, Strategies pour l'Avenir" (Manuel Marin); "Education and Updating: The Impact of New Technologies" (Kenneth

The Health Status and Health Care Needs of Older Americans. An Information Paper Prepared for Use by the Special Committee on Aging. United States Senate, 99th Congress, 2d Session. Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

REPORT NO.- Senate-Prt-99-200

PUB DATE- Nov 86

NOTE- 42p.; Serial No. 99-L.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Chronic Illness; Financial Support; *Futures (of Society); *Health Care Costs; *Health Needs; *Older Adults; Population Trends; Profiles; Use Studies

IDENTIFIERS- Congress 99th; *Long Term Care

This Congressional report notes that the aging of the United States population has presented significant challenges to the development of health and social policy. It advocates a better understanding of the heterogeneity of the elderly population as a first step in reframing issues concerning health, aging, and societal responsibilities and in developing effective public policies. An overview of the aging population is presented and a health profile of the elderly in the United States is included. The healthy elderly, chronically ill elderly, and acutely ill elderly are considered. Ways to meet the needs of the chronically ill elderly are considered. The mortality profile of the elderly is presented. A section on the health needs of the elderly in the United States provides an overview of hospital utilization and looks at the long-term care service utilization of nursing homes, home care, health care professional services, and preventive health services. Health care expenditures of the elderly are described, including expenditures for hospitals, long-term care, and physician services. Government and private financing of health care expenditures is discussed. Major issues associated with the health care system for the elderly are identified and discussed, including issues of basic research, preventive health services, hospital care, health care professional services, and long-term care services. Charts and data tables are included. (NB)

the children's lives to help them learn about stress and develop stress management techniques. A glossary of relevant terms is provided. The bibliography itself contains 75 citations which are organized under the headings of: (1) Overview of Stress; (2) Studies and Literature Concerning Children's Stress; and (3) Stress Management Strategies. Entries in the first category deal with defining stress in children and common stressors and their effects. Entries in the second section examine family- and school-related stressors. Entries in the third section focus on children who cope, activities and techniques for stress management, and teacher and parent roles in helping children manage stress. A summary of information obtained from the research and literature review follows the bibliography. A list of 12 recommendations for parents and teachers interested in helping children cope with stress is given. Fifty-five references are included. (NB)

ED 292 006

CG 020 613

Valente, Sharon M.; And Others

Adolescent Bereavement after Suicide: A Review.

PUB DATE- Apr 86

NOTE- 19p.; Paper presented at the Annual Convention of the American

Association of Suicidology (19th, Atlanta, GA, April 2-6, 1986).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adolescent Development; *Adolescents; Coping;

Counseling; *Death; Emotional Adjustment; Emotional Response;

*Grief; Psychopathology; *Suicide

IDENTIFIERS- *Bereavement

For adolescents faced with many developmental tasks, a loved one's death by suicide is a tragic event linked with increased morbidity, death fears, and psychopathology. Adolescents struggle to master tasks such as refining abstract thought, achieving independence, developing values, exploring intimacy in social and sexual relations, and becoming the person one wants to be. Bereavement after suicide confronts the adolescent with the reality of death and with the need to decide if life is worth living without the loved one. Bereaved adolescents are a population in need of counseling. Unresolved bereavement may be one factor leading to adolescent suicide. Adolescent survivors of suicidal death learn that death is permanent, suicide is possible, and they did not

Block Grants: Federal Set-Asides for Substance Abuse and Mental Health Services. Report to the Chairman, Subcommittee on Health and the Environment, Committee on Energy and Commerce, House of Representatives.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-88-17

PUB DATE- Oct 87

NOTE- 36p.

AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies, free; 6 or more, \$2.00 each).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adolescents; *Block Grants; Children; Client Characteristics (Human Services); *Compliance (Legal); *Federal Aid; Federal Legislation; Federal State Relationship; Females; *Mental Health; *Resource Allocation; State Agencies; *Substance Abuse

In response to a request by Congressman Henry Waxman, the General Accounting Office (GAO) examined the implementation of legislative requirements that states set aside a percentage of their Alcohol, Drug Abuse and Mental Health Services Block Grant funds for services to targeted populations, including women substance abusers and underserved mentally ill children and adolescents. GAO obtained data from state agencies; a total of 19 providers who delivered services to the targeted populations; and 278 state- and local-level interest groups involved in alcohol, drug abuse, and mental health issues in California, Colorado, Kentucky, Michigan, Mississippi, New York, Texas, and Vermont. The results revealed that the eight states studied used a variety of procedures to collect information about program needs. In most cases, states allocated their funds according to historical trends or to maintain existing service delivery systems, rather than relying on the results of their needs assessments. The federal requirements to set aside funds for targeted populations promoted a minimum level of spending for new or expanded services to target groups. In 40% of cases, the states increased their commitment to provide required services. In remaining cases, states addressed requirements by either using projects they had already planned or by passing the responsibility for the requirements to local service providers. (NB)

PUB DATE- 28 May 87

NOTE- 38p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Health Care Costs; *Health Insurance; *Health Services;

Medical Services; *State Legislation

IDENTIFIERS- *Long Term Care; Wisconsin

This report presents Wisconsin state legislation on long-term care insurance. Part I summarizes key provisions of six 1987 assembly bills concerned with long-term care insurance. Part II describes activities of the Wisconsin State Legislative Council's Special Committee on Long-Term Health Care Insurance. Part III provides background information on long-term care insurance. Parts IV through IX describe the background and major provisions of the six bills: (1) 1987 Assembly Bill 382, relating to a program for long-term care insurance and creating the Council on Long-Term Care Insurance in the Department of Health and Social Services; (2) 1987 Assembly Bill 383, relating to the provision of information and counseling on insurance and medical assistance by the Board on Aging and Long Term Care to certain entities for consumer use and making appropriations; (3) 1987 Assembly Bill 384, relating to long-term care insurance coverage for state employees and annuitants who were state employees and their spouses, children, and parents; (4) 1987 Assembly Bill 385, relating to excepting service provision in certain facilities under continuing care contract from capital expenditure review requirements; (5) 1987 Assembly Bill 386, relating to expanding the authority of the Wisconsin Health Facilities Authority to issue bonds and finance projects; and (6) 1987 Assembly Bill 387, relating to review and appeal procedures under a Medicare supplement policy, Medicare replacement policy, or a nursing home insurance policy. (NB)

ED 292 035

CG 020 642

Legislation on Mental Issues. Report No. 13.

Wisconsin State Legislative Council, Madison.

PUB DATE- 16 Oct 87

NOTE- 68p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Institutionalized Persons; *Mental Disorders; *Mental

Feuer, Robert A.; Tyndall, Larry W.

Broverman Revisited: Clinicians' Sex Role Stereotyping in the 1980s.

PUB DATE- Aug 87

NOTE- 29p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adults; *Androgyny; Health Personnel; Mental Health; Role Perception; Self Evaluation (Individuals); *Sex Bias; Sex Differences; *Sex Role; *Sex Stereotypes

In 1970, Broverman, Broverman, Clarkson, Rosenkrantz, and Vogel administered a Stereotype Questionnaire to 79 male and female clinically trained psychologists, psychiatrists, and social workers. The study concluded that sex bias was demonstrated in that clinicians' trait ascriptions given to the mentally healthy adult person did not differ significantly from traits ascribed to the mentally healthy adult male, but did differ significantly from traits ascribed to the mentally healthy adult female. A study was conducted as a modified replication of the Broverman et al. work using the short form of the Sem Sex Role Inventory (BSRI). Additionally, mental health clinicians' (N=106) personal sex role orientations were compared with their sex role ratings of the mentally healthy person, woman, and man. Sex role ascriptions were found to be a function of rater gender, BSRI scale, and the rated target. The mentally healthy person and woman were rated as androgynous. The mentally healthy man was rated as masculine. In general, clinicians were found to rate theoretical targets with the same sex role orientation as they rated themselves. (Author/NB)

ED 292 050

CG 020 657

Ishii-Kuntz, Masako

The Impact of Informal Social Support on Well-Being: Comparison across Stages of Adulthood.

PUB DATE- Nov 87

NOTE- 26p.; Paper presented at the Annual Conference of the National Council of Family Relations (49th, Atlanta, GA, November 14-19, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

proportion of public or private linguistic activity which is admitted into the scope of selective attention--the "efferent" stance, which is concerned chiefly with what can be "carried away" or used, draws on the public aspect of sense, whereas the aesthetic stance includes proportionally more of the experiential, private aspect. Differences between these processes defeat the notion of an automatic cross-fertilization of reading and writing activities. A well-rounded humanistic education encompasses both aspects of the continuum, teaching students to differentiate the circumstances that call for a particular stance. (A figure of the efferent/aesthetic continuum is included, and 21 references are appended.) (MM)

ED 292 063

CS 009 066

Iaccino, James F.; Sowa, Stephen J.
Cerebral Asymmetries in the Processing of Tachistoscopic Information as a Function of Sex, Handedness, and Instructions.

PUB DATE- 88

NOTE- 27p.; For a related document, see ED 291 091.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Brain Hemisphere Functions; *Cognitive Processes; Females; Lateral Dominance; Males; Recall (Psychology); Recognition (Psychology); Retention (Psychology); *Tachistoscopes; Visual Stimuli

IDENTIFIERS- Brain Research; *Handedness; Visual Asymmetry

A study examined the effects of sex, handedness, and instructions in the processing of verbal and spatial information presented tachistoscopically. Subjects, 48 volunteers from Illinois Benedictine College, were evenly distributed in terms of sex and handedness, and were further divided into two subgroups based on whether visual field attendance instructions were provided. In each test trial, subjects attended to a geometric figure placed in the middle of the tachistoscopic screen while a four-by-four matrix containing five strategically placed letters was presented in either the left or right visual field for a 100 millisecond duration. Mixed factorial analyses were employed to measure the number of letters and letter positions correctly recalled in each visual field, with sex (male, female), handedness (left, right), and experimental instructions (field attendance, non-attendance) representing the between-subject factors and target material

ED 292 077

CS 009 082

Sullivan, Joyce L.

Reading Aloud to Children and Its Effect on Their Attention Span.

PUB DATE- May 88

NOTE- 49p.; Master's Thesis, Kean College.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042) Reports -
Research/Technical (143)

DESCRIPTORS- *Attention Span; Basal Reading; Beginning Reading;
Classroom Research; Cognitive Ability; Cognitive Development;
Family Influence; Kindergarten; *Kindergarten Children; Parent
Child Relationship; *Parent Influence; Primary Education; *Reading
Aloud to Others; Reading Habits; Reading Improvement; *Reading
Instruction; Reading Research; Teacher Role

IDENTIFIERS- Reading Management; Reading Motivation

A study examined whether reading aloud to kindergarten children on a regular basis would have an effect on their attention span. Subjects, 28 kindergarten students from a New Jersey school, were pretested and then assigned either to an experimental group or to a control group (14 in each group). The experimental sample received the treatment of being read aloud to by their teacher five times per week for approximately 15 minutes each time, whereas the control sample received read-aloud sessions only once a week. In order to determine any effect on their attention span, both groups were also posttested. A questionnaire dealing with reading habits in the home was compiled by the researcher and distributed to the parents of the children involved. Results indicated that the read-aloud treatment to kindergarten children five times per week had a positive effect on their test scores relating to auditory memory and attention span. The results of the questionnaire distributed to the parents of the children showed that reading habits in the home also affected the child in positive ways. (Five tables of data and a figure are included, and 12 pages of a related research review, 3 pages of references, and 8 appendixes--containing developmental profile sheets, auditory memory data, comparative statistics, pretest and posttest information, and parent interview information--are attached.) (JK)

(ASJMC) from 1964-1987. (Lists of the AEJMC Council of Affiliates 1986-87, presidents of AATJ, AEJ, AEJMC, AASDJ, ASJSA, and ASJMC from 1912-87, and other organization administrators are appended.) (MM)

ED 292 092

CS 211 067

Blanchard, Lydia

Freshman English and the Academy: Preparing Students for Writing in the Disciplines.

PUB DATE- Mar 87

NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Content Area Writing; Essays; *Freshman Composition; Higher Education; *Program Development; Reading Ability; Reading Skills; *Reading Writing Relationship; *Writing Across the Curriculum; Writing Exercises; Writing Improvement; Writing Processes; Writing Skills; Written Language

IDENTIFIERS- Academic Language; Audience Awareness; Writing Assignments; Writing Contexts

An alternative curriculum for Freshman Composition, designed to help students develop cognitive skills useful for academic writing in other courses, involves eight discipline-specific assignments, building from relatively simple writing tasks such as taking lecture notes and keeping an academic journal, through book reports, essay examinations, and critiques. Eight discrete writing assignments are arranged in an increasingly difficult sequence on the assumptions that most academic writing is in response to reading; that the more rigorous the reading, the better the writing; and that the best reading occurs when there is a strong personal engagement with the text. For all sections, the first essay is diagnostic, while the last essay is a final exam. Assumptions in planning the curriculum were as follows: (1) writing takes a variety of forms; (2) writing must address a variety of audiences; (3) writing is a process; and (4) writing is thinking. (Six references are included.) (JK)

ED 292 106

CS 211 083

Perry, Marion

Master of Fine Arts: A Comprehensive Description.

PUB DATE- 86

NOTE- 49p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Comparative Analysis; *Creative Writing; *Degree Requirements; *Experiential Learning; Graduate Study; Higher Education; *Masters Programs; *Professional Education; Teacher Student Relationship; Workshops; Writing Skills

IDENTIFIERS- Descriptive Research; University of Iowa; *Writing Development

Noting that Master of Fine Arts (MFA) programs in writing are relatively new as compared to similar programs in dance, music, and painting, and that little is known about the writing programs by those not directly involved, a study sought to determine if (1) the MFA program in writing is a fairly standard entity from program to program, and (2) if the master teacher/student relationship is an important element of instruction as it is in the other MFA programs. An indepth study of programs at the University of Iowa, Bowling Green, and Vermont College was conducted using an interview instrument developed through a pilot study of six professional writers; and 28 MFA programs identified by the Associated Writing Program Catalogue were compared. The findings indicated that the MFA degree is a distinct degree, which despite some variations in requirements, is generally consistent from school to school both theoretically and structurally with each program requiring a manuscript for admission, an average of 48 semester hours for graduation, and an original artistic creation of professional quality as a thesis. Contrary to the norm for other art forms, it is not felt to be desirable for writing students to seek a master teacher with whom to train. (Three tables of data are included, and works cited from 26 colleges, 23 telephone interviews, and 14 bibliographic references are attached.) (NH)

ED 292 107

CS 211 084

Dyson, Anne Haas

Drawing, Talking, and Writing: Rethinking Writing Development.
Occasional Paper No. 3.

Center for the Study of Writing, Berkeley, CA.; Center for the Study
of Writing, Pittsburgh, PA.

SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.

PUB DATE- Feb 88

NOTE- 30p.; Research partially supported by a seed grant from the
Spencer Foundation. Paper presented at the Creating Word
Conference: An International Conference on the Learning and
Teaching of English (Edmonton, Alberta, Canada, October 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)

DESCRIPTORS- *Classroom Environment; Classroom Research; Freehand
Drawing; Grade 1; Grade 2; Grade 3; Interpersonal Relationship;
Kindergarten; Primary Education; Student Attitudes; Student Writing
Models; Teacher Role; *Writing Processes; Writing Research; Writing
Skills

IDENTIFIERS- Beginning Writing; Childrens Writing; *Journal Writing;
Writing Contexts; *Writing Development

A study investigated one way in which teachers can focus on more
than children's products and writing processes by examining their
social processes as well, specifically the health of the classroom
communities and the individual children's comfort within those
communities. Under the supervision of the same teacher, "journal
time" in three classes (kindergarten, first/second grade, and
second/third grade in an urban, socially and ethnically diverse
school) was observed twice a week for 5 months during 1985 and 4
months during 1986. Although approximately 80 students were
observed, the study focused closely on eight students, four
kindergartners and four first-graders. Children's talk was
audiotaped, observational notes on their behavior were recorded,
and all journals were photocopied. Case studies of two of the
students illustrate the notion of multiple worlds, where writing
could appear in the contexts of an imaginary world, a present
social world, and a wider experienced world. In these contexts,
writing developed as it became embedded in the children's lives,
and as it became a way of understanding their own experiences and
of interacting with others. (Examples of students' drawing and
writing are included, and eight references are appended.) (MM)

Claussen, E. Neal

The Democratic Keynote Address.

PUB DATE- Nov 87

NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Persuasive Discourse; *Political Campaigns; Political Issues; *Public Speaking; *Speeches

IDENTIFIERS- *Democratic Party; Historical Background; Orators; Political Communication; *Political Party Conventions; Political Rhetoric; Politicians

As a significant part of America's political heritage, the national political convention keynote address has become an institution of the American political process. Politicians and journalists borrowed the term "keynote" from the vocabulary of music to refer to the setting of campaign themes. Convention speakers learned that it was politically effective to concentrate the delegates' attention on basic issues early in the meetings, especially when factions competed for a controlling hand. Several consistent factors have been found concerning those who have been Democratic keynote speakers since 1832. Southerners have a greater chance of being elected to this position, and an effort is made to select a relatively new person in government who is on the way up. A person's reputation as an effective communicator is another factor contributing to selection. Finally, friendship and alliance with a leading presidential candidate have been compelling reasons for being selected. The speech itself serves two major functions; it sounds the theme of the convention and the campaign, and it stimulates the emotions of the listeners by connecting the purpose of the convention with lofty ideals. The main part of the speech is generally devoted to a comparison of the records of the two major parties. (Eight footnotes are appended.) (MH)

Jones, Don Paul

Cook, Jeanmarie

A Review of the Existing Literature on the Alcoholic Family and Children of Alcoholics. Student Debut Paper.

PUB DATE- Nov 87

NOTE- 38p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers. "Papers Presented at..." (150)

DESCRIPTORS- *Alcoholism; Communication Research; Drinking; *Family Environment; Family Influence; *Family Problems; Family Role; Interpersonal Communication; *Parent Child Relationship; Parent Influence

IDENTIFIERS- *Alcohol Abuse; Communication Styles; *Family Communication Pattern

Noting that little is known about how communication functions in alcoholic families, and about the effects of this alcoholic home environment on children of alcoholics, their communication patterns, and their relationships, this paper identifies strengths and weaknesses in existing literature on the alcoholic family and children of alcoholics. In addition, the paper points out a number of pertinent issues worthy of research in the field of communication. By reviewing research focusing on family climate, dynamics, communication patterns, role conflict and inconsistency, cohesion, conflict and abuse, attitudes, family rituals, characteristics of children of alcoholics, role models, emotional and psychological disorders in children of alcoholics, defense mechanisms, relationships, performance in school, and qualities of resilient children of alcoholics, the paper concludes that children of alcoholics are different in many ways from children of nonalcoholics. A list of 14 characteristics of alcoholic families and adult children of alcoholics summarizes what the existing literature claims. (Three pages of references are appended.) (JK)

Ogles, Robert M.

Media-Cultivated Perceptions of Criminal Victimization.

PUB DATE- Apr 88

NOTE- 26p.; Paper presented at the Annual Meeting of the Central States Speech Association (Schaumburg, IL, April 16-18, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Anxiety; Audience Analysis; Crime; *Fear; *Mass Media Effects; Negative Attitudes; Programing (Broadcast); Television; Television Research; Television Surveys; *Television Viewing; Violence

IDENTIFIERS- Audience Response; Gerbner Study; Media Analysis; Media Experience; Perceived Environment; *Perceived Reality; Television Role; *Victimization

Many television viewers construct their social reality from media content as well as from sensory and interpersonally communicated information. One aspect of this media-influenced social reality is television viewers' estimates of crime in society, or their fear of criminal victimization. Several media-effects studies have demonstrated the cultivation of perceptions of criminal victimization. Gerbner's cultivation hypothesis states that television content, unlike print and film media, is stereotypical and incongruent with the observable world. For Gerbner, the discrepancy between television content and "real world" content results in two separate realities, and the reality which guides an individual's orientation to the world depends on the amount of television viewed. Individuals who repeatedly see characters like themselves depicted as victims in violent encounters are said to be more apprehensive about their chances of becoming victims. Two of Gerbner's reformulations of the cultivation hypothesis--mainstreaming and resonance--investigate contributory conditions in which cultivation effects are likely to occur. Other studies of the cultivation effect consider the aspects of age, total viewing time versus the amount of violence viewed, the relationship between television viewing and anxiety, and the conceptual difference between fear of victimization and the probability of being victimized. (Seventy-one references are appended.) (MM)

administrators in aspired-to positions. To explore organizational culture or school climate, students were asked to observe organizations of their choice, read related material, and discuss puzzles and inconsistencies involving what they had seen and heard. Students studied school politics by developing oral history interview questions to probe citizen attitudes toward public schools. Included are 21 references and 2 appendices containing guidelines for the interview and observation projects. (MLH)

ED 292 177

EA 019 855

Daresh, John C.

Principals' Perceptions of Collegial Support as a Component of Administrative Inservice.

PUB DATE - Oct 82

NOTE - 12p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 15, 1982).

LANGUAGE - English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE - Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS - *Administrator Role; Elementary Education; Group Dynamics; *Inservice Education; Instructional Leadership; Interviews; Junior High Schools; Management Development; *Peer Influence; *Principals; Problem Solving; School Effectiveness

IDENTIFIERS - *Collegiality; *Principals Inservice Project

To address the problem of increasing professional isolation of building administrators, the Principals' Inservice Project helps establish principals' collegial support groups across the nation. The groups are typically composed of 6 to 10 principals who meet at least once each month over a 2-year period. One collegial support group of seven principals underwent onsite analysis to determine the extent of the collaborative arrangement. The review of the group included individual interviews with each principal and the facilitator and observations of group meetings. All principals indicated that the collegial support group allowed members to share common problems with other administrators and to use suggestions from the group to generate possible solutions. Newer principals viewed the group as a learning experience; experienced principals saw the collegial arrangement as a way to keep them focused on their present roles. The principals were unanimous in stating that they wanted structure in group meetings, though the facilitator felt that the group relied on him too much. The third issue

1987. National Organization on Legal Problems of Education, 1987

(EA 019 899).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports -
Evaluative/Feasibility (142)

DESCRIPTORS- Ancillary School Services; Compliance (Legal); *Court
Litigation; *Disabilities; Due Process; *Educational Legislation;
Educational Responsibility; Elementary Secondary Education;
Employer Employee Relationship; Government School Relationship;
Handicap Discrimination; Legal Costs; Legal Problems; *Legal
Responsibility; *School Law; School Responsibility; Special
Education; *Student Rights

IDENTIFIERS- *Education of the Handicapped Act 1986; Rehabilitation
Act 1973

This chapter reviews legislation and court litigation during 1986 that addressed the rights of handicapped students and employees. The most far-reaching legal activity occurred in the legislative arena, with the passage in 1986 of the Education of the Handicapped Act (EHA) mandating that services must be available for handicapped children between the ages of 3 and 21. Procedural safeguards in the EHA ensure appropriate identification, evaluation, and placement of handicapped children. Provisions of the EHA with respect to development of individualized education programs, change in placement, and administrative remedies are discussed. Subsequent sections discuss related services, an extended school year, discipline, and remedies awarded to successful litigants under the provisions of the act, as well as damages, compensatory services, and attorneys' fees. The next two sections discuss the question of state immunity to suits brought under the EHA and the enforcement of state laws that exceed EHA requirements. Remaining sections are devoted to cases of discrimination against handicapped students and employees, brought under the Rehabilitation Act of 1973, Section 504. (TE)

ED 292 192

EA 019 904

Evans, William J., Jr.

Torts.

PUB DATE- 87

NOTE- 31p.; In: Thomas, Stephen, B., Ed. The Yearbook of School Law,
1987. National Organization on Legal Problems of Education, 1987
(EA 019 899).

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Educational Diagnosis; Educational Policy; Elementary Secondary Education; *Graduation Requirements; Legal Problems; *Minimum Competency Testing; *Standardized Tests; *State Legislation; *State Programs; Surveys
IDENTIFIERS- North Carolina State University

Minimum competency testing (MCT) programs for students are growing in popularity and being adopted by many states. In order to determine the extent of the MCT movement, researchers at North Carolina State University surveyed state departments of education in all 50 states. In updating these data for 1986-1987, it was found that 64 percent of the 47 responding states had statewide MCT programs. Two thirds of these programs were initiated by state legislatures and most of the rest were initiated by state education agencies. The most frequent grade levels tested were third (57 percent), sixth (43 percent), and eighth and ninth (47 percent each). One third of all states require a statewide MCT as a requirement for graduation, and half of the states implementing MCT programs have modified the basic curriculum on account of test results. Summaries of nine states' testing programs are included in the report, and 10 policy issues are described: state control, student learning, determining the purposes of minimum competency testing, remediation response, curriculum development response, political response, judicial response, costs, technical qualities of MCTs, and effects on instruction. Special sections focus on remediation and legal issues associated with MCT programs, and tables are included. (Author/TE)

ED 292 206

EA 019 929

Astuto, Terry A.; Clark, David L.
Merit Pay for Teachers, An Analysis of State Policy Options. Policy Issue Series, No. 1. (Reprint July 1987).
Consortium on Educational Policy Studies, Bloomington, IN.
PUB DATE- Jan 85
NOTE- 68p.; This Consortium is funded by the Lilly Endowment.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Assessment; *Educational Policy; Elementary

conditions under which the effectiveness of the various attitude modification techniques was investigated, that the variations were not systematically controlled, and that this confounded efforts to draw conclusions about treatment effectiveness. The consistent conclusion that research findings are equivocal may also reflect a reality that social-psychological phenomena are not amenable to systematization. Thirteen tables provide a detailed breakdown of study characteristics and effect sizes. (VW)

ED 292 219

EC 202 001

Peires, Juliette

The Presentation of Projects by High School Pupils in a Gifted Programme.

PUB DATE- Jun 84

NOTE- 14p.; Paper presented at the International Conference: Education for the Gifted "Ingenium 20007" (Stellenbosch, Republic of South Africa, June 26-29, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Communication Skills; Enrichment Activities; *Gifted; High Schools; *Independent Study; *Research Projects; Speech Skills; *Student Projects; Writing Skills

IDENTIFIERS- *Presentation Mode

Guidelines are offered for helping gifted high school students present oral and written presentations of individual learning projects. Students need to work toward a goal and accept responsibility for presenting the project formally. Written reports foster discipline, completed projects, and documentation for further study. Verbal reports offer advantages of providing immediate feedback, improved self-image, development of oral communication skills, and the ability to stress the most important points. Presentation audiences should comprise only those interested in the project or the presenter including parents, the school principal, teachers, mentors, and other interested students. Among administration difficulties that need to be overcome are finding an appropriate time period and place, obtaining necessary equipment, and providing for small group work. Also briefly noted are advertising of the presentation, teamwork projects, and various methods of presentation (direct lecturing, demonstration, video

A competency-based approach to gifted education is presented which recognizes the importance of developing teaching approaches to meet the needs of individual children. The paper begins with a definition of giftedness and talent and a description of parameters in the planning and design of a curriculum for gifted pupils. Four differentiation strategies to meet individual educational needs are outlined: enrichment, acceleration, individualization, and grouping. Characteristics of gifted children and special qualities needed by teachers of the gifted are listed. Competency-based teacher education is described as an attempt to improve teaching directly, through scientific methods. Basic teaching functions are explained, along with teaching skills and competencies which support those functions. The final section discusses the change in the teacher's role from being the only source of knowledge to being a manager of educational resources. Classroom management techniques for effectively implementing this new role are reviewed. (JDD)

ED 292 235

EC 202 017

Alston, Ken S.

Revolutionizing the Tried and Trusted (An Examination of the Magnet Class System).

PUB DATE- Jun 84

NOTE- 19p.; Paper presented at the International Conference: Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Ability Grouping; Ability Identification; Academic Achievement; Acceleration (Education); *Curriculum Development; Elementary Education; Foreign Countries; *Gifted; Grouping (Instructional Purposes); Integrated Activities; Mainstreaming; *Multigraded Classes; Outcomes of Education; *Program Development; Social Development; *Student Placement; Teaching Methods

IDENTIFIERS- *South Africa (Capetown)

A school system in Cape Town, South Africa, developed a program called the "Combined Magnet Class" to serve gifted pupils from standards (grades) 3-5 in one classroom. Changes to the standard curriculum were made, and a pupil-determined pace was adopted. The pupils studied English, Afrikaans, and mathematics using a syllabus, for examination purposes. Geography, history, and science

Institutions, and Consortium for Citizens with Development Disabilities. The appendix, which comprises nearly half the document, contains correspondence, reports, and prepared statements from a member of Congress, national organizations, a medical school, and concerned citizens. (JDD)

ED 292 249

EC 202 031

Wakefield, John F.

The Outlook for Creativity Tests.

PUB DATE- Nov 87

NOTE- 34p.; Paper presented at the Council for Exceptional Children's Topical Conference on the Future of Special Education (Orlando, FL, November 15-17, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Admission Criteria; *Cognitive Processes; *Creativity; *Creativity Tests; Divergent Thinking; Intelligence; Interest Inventories; *Models; Personality Measures; Problem Solving; Psychometrics; Situational Tests; Special Programs; *Talent Identification; *Test Construction

IDENTIFIERS- Problem Finding; Thematic Apperception Test

The history of divergent-thinking tests suggests that new approaches to creativity testing are needed. Research has focused on the relation of creativity to insight, divergent problem solving, problem finding, and intelligence. A proposed situational model of creativity defines creativity as a meaningful response to open-problem, open-solution situations. The model explains relationships between different types of thinking skills and explains why creativity and intelligence are not highly correlated. Based on this model, a new test of creativity is being developed, using the blank card of the Thematic Apperception Test and blank cards in divergent-thinking measures that use pattern and line meanings. No one current measure of creativity is adequate, but combinations of intelligence tests, problem-solving tests, personality tests, and occupational interest inventories can provide multiple criteria for decisions on special program admission. Psychometric data should not be the only data on which admissions decisions are based. Peer or teacher nominations or juried evaluations of creative performances need to be considered. A 57-item reference list is included. (JDD)

PUB DATE- 86

NOTE- 73p.; For a related student workbook, see CE 048 905.
AVAILABLE FROM- Ohio Agricultural Education Curriculum Materials
Service, 2120 Fyffe Road, Room 254, Columbus, OH 43210-1099.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Agribusiness; *Agricultural Education; *Agricultural
Production; Agricultural Supplies; Behavioral Objectives;
*Budgeting; Cost Estimates; Equipment Utilization; Facility
Planning; Farm Accounts; *Farm Management; Learning Activities;
Lesson Plans; Life Cycle Costing; Secondary Education; *Simulation
*Vocational Education

IDENTIFIERS- Ohio

This guide is intended to assist teachers in conducting a farm management simulation that has been designed to help vocational agriculture students acquire competency in both crop and livestock farming. The introductory section includes an overview of the simulation, planning considerations and suggested grading criteria, and a suggested sequence for developing the farm management problem (including a discussion of student choices, recommendations concerning the use of reference materials, and possible changes that individual instructors can make in the simulation). The first unit consists of crop production data on the following: liming, corn, soybeans, small grains, forages, harvest management, seeding mixtures and rates, pasture, and suggested rates and dates of seeding important Ohio crops. The following livestock production data are included in unit II: nutrient composition of feed stuffs commonly fed to cattle and sheep; metabolizable energy, vitamin, and mineral contents of swine feeds; average nutrient composition of feeds commonly used in horse rations; guidelines in selecting rations for dairy cattle, beef cattle, sheep, swine, horses, and poultry; space requirements for livestock, poultry, and horses; and breeding recommendations. Unit III consists of equipment and supplies cost data, including building and equipment costs for livestock, equipment costs and custom hire rates, acre-hours for tillage implements and other equipment, costs of farm supplies, and marketing data. Fourteen transparency masters are included in the fourth unit. (MN)

NOTE- 16p.; Paper presented at the Annual Convention of the American Vocational Association/International Vocational Education and Training Association (Las Vegas, NV, December 6-10, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (14)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Curriculum Development; Dislocated Workers; *Education Development; *Educational Research; *Education Work Relationship Federal Government; Foreign Countries; Public Agencies; *Technological Advancement; Trainers; Training; *Vocational Education

IDENTIFIERS- *West Germany

The Federal Institute for Education and Vocational Training Research undertakes research, development, promotion, and counseling work to develop the principles of vocational training provision. Its primary focus has been problems encountered during the transition from vocational training to the labor market. The Institute has been monitoring one series of pilot projects to develop and test training schemes for the long-term unemployed and another series within the framework of a "New Technologies in Vocational Training" program. To apply new technologies in initial and continuing training, the Institute developed and manufactured computerized numerical control simulator and the appropriate software and instructions on the simulation of milling and turning. Other activities of the Institute include training provision for trainers; the development of training curricula for the metalworking, electrical engineering, and chemical industries and for retailing; evaluation of the usability and applicability of the Institute's findings; implementation of a pilot project series of training programs on the management of technological change; and research into identification of core skills, development of guidelines for safeguarding vocational training provision, and training for ethnic groups and disabled individuals. (YLB)

ED 291 881

CE 049 600

Rosenfeld, Stuart A.; And Others

Learning while Earning: Worksite Literacy Programs. Foresight: Models for Economic Development.

Southern Growth Policies Board, Research Triangle Park, N.C.

PUB DATE- Jun 87

NOTE- 19p.

Carbol, Barry C.

Alberta GED Candidates: Program Perceptions, Benefits, and Test Performance. GED Research Brief No. 15.

American Council on Education, Washington, DC. GED Testing Service

PUB DATE- Sep 87

NOTE- 5p.; Summary of doctoral dissertation, University of Alberta

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Admission Criteria; *Adult Education; Comparative Analysis; Credibility; Educational Benefits; Employer Attitudes; *Equivalency Tests; Foreign Countries; *High School Equivalency Programs; *Outcomes of Education; Program Effectiveness; Reputation; *Student Characteristics; Testing Programs; Test Results

IDENTIFIERS- *Alberta; *General Educational Development Tests

The General Educational Development (GED) testing program has been a part of the Alberta High School Equivalency Program since 1981. Between December 1981 and December 1983, 4,333 applicants passed the GED in Alberta, and 802 applicants failed to pass the test. Random samples of 200 individuals from each of these groups were studied to determine whether there are any consistent differences between members of the two groups. Usable questionnaires were returned by 46 percent of the GED-fail group and 67 percent of the GED-pass group. The characteristics of the Alberta GED student population were found to be quite similar to those of other equivalency program student populations. The older students tend to seek a GED certificate because they deemed it personally rewarding, whereas younger enrollees generally saw the GED as a way of gaining a better job. Those in the GED-fail group were likely to be younger, have lower levels of formal education, and be unemployed than were their counterparts in the GED-pass group. A second part of the study assessed the acceptance of the GED by Alberta postsecondary institutions. This was accomplished by a survey of registrars from 19 Alberta universities, colleges, and technical institutes. Evidence from the survey suggests that while the GED program has benefited a small number of persons who have participated in it, the magnitude of the benefit is difficult to ascertain. There was, however, some indication that additional program participants may benefit in the future as a number of postsecondary institutions seemed interested in establishing policies concerning the Alberta GED program. (MN)

section, which deals with industrial arts/technology education, lists skills in the areas of communications systems, drafting, graphic arts, photography, construction materials, preconstruction planning, building structures, manufacturing materials, manufacturing processes, production techniques, transportation, energy, power, and power systems. (MN)

ED 291 909

CE 049 748

Ruzicka, Patricia; And Others

Helping Young Women at Work: Workshop Leader's Guide for Mentor Training.

Northwest Regional Educational Lab., Portland, OR. Center for Sex Equity.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.

PUB DATE- Jan 86

NOTE- 64p.; For related documents, see CE 049 749-750.

GRANT- G008402241

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Behavioral Objectives; Career Development; Career Education; Emerging Occupations; Employed Women; *Females; High Schools; Learning Activities; *Mentors; *Minority Groups; Program Development; Program Implementation; *Role Models; *Training; *Workshops

This guide is one of three products that make up a complete mentorship program. The purpose of the program is to increase the motivation of minority young women to pursue occupations and careers that will be in demand in the future. This presenters' manual contains background information about the mentor experience, tips about training, and instructions on how to conduct a mentor training workshop. The section with the mentor training activities contains an agenda for the workshop and step-by-step instruction for conducting the activities. A general overview is given for each of the eight activities that make up the 2-hour training session. The overview includes a description of the activity, the outcome objective, any related readings or references in the companion Mentor Ideabook or Career Journal, time required, materials required, and general training notes. For most of the activities the pages following the overview give step-by-step procedures for

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Case Studies; *Compliance (Legal); Cooperative Programs; *Delivery Systems; Federal Legislation; *Federal Programs; Federal Regulation; Federal State Relationship; *Institutional Cooperation; *Job Training; Postsecondary Education; Program Effectiveness; Program Implementation; Program Improvement; Secondary Education; State Agencies; State Federal Aid; *Vocational Education

IDENTIFIERS- Carl D Perkins Vocational Education Act 1984; Job Training Partnership Act 1982; *Michigan

The Michigan Council on Vocational Education evaluated the coordination between vocational education and the service deliverers of the Job Training Partnership Act (JTPA) in the state in order to comply with the mandates of the Carl D. Perkins Vocational Education Act of 1984. The purpose of the study was to describe the structure and job training activities taking place in each service delivery area (SDA) and, where appropriate, the participation of vocational education, thus resulting in a statewide case study. The statewide data were compiled based on interviews with administrators responsible for implementing vocational education and JTPA in each of the state's 26 SDAs. The statewide case study includes aggregate information on the JTPA Title II-A 78 percent adult and youth programs, the 8 percent education coordination and grants program, and the perceptions of the overall coordination between vocational education and JTPA in all of the 26 SDAs for program year 1986. From the research, the council determined that the coordination between vocational education and JTPA including the use of the vocational education program delivery systems for training is as varied as any continuum. In some SDAs, the vocational educators and job training providers have achieved effective results, and in others coordination is minimal. Based on the study, the council made recommendations for changes in the Perkins Act and JTPA legislation and in state agency cooperation. (KC)

ED 291 924

CE 049 768

Putting the Pieces Together...Becoming an Adult Student.
Michigan State Board of Education, Lansing.

PUB DATE- 87

NOTE- 17p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General

ED 291 937

CE 049 789

Product and Production System Design. Grade 11-12. Course #8175 (Semester). Technology Education Course Guide. Industrial Arts/Technology Education.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.

PUB DATE- 88

NOTE- 69p.; For related documents, see CE 049 780-794.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Design; *Engineering; Grade 12; Grade 11; High Schools; *Industrial Arts; Learning Activities; Learning Modules; Lesson Plans; *Manufacturing; Planning; State Curriculum Guides; *Systems Analysis; *Systems Approach; *Technology

IDENTIFIERS- North Carolina

This guide is intended for use in teaching a course in the sequential tasks that change a designer's idea into a completed product. Emphasis is placed on the design of a product and the manufacturing system needed to produce it. The first two sections discuss the guide's development within the framework of North Carolina's efforts to improve technological literacy and the guide's place as part of an instructional system. The next section outlines the course objectives and content. A list of recommended references is also included. The remainder of the guide consists of learning modules on the following topics: manufacturing systems, designing and engineering products, selecting and sequencing operations, designing tooling, developing quality control systems, developing plant layouts, and producing products and analyzing production systems. Each module includes information about the length of time needed to complete the module, an introduction to the instructional content to be covered in class, performance objectives, a day-by-day outline of student learning activities, and lists of suggested textbooks and references. (MN)

ED 291 938

CE 049 790

DESCRIPTORS- *Adult Education; *Adult Students; *Andragogy; Cognitive Style; Educational Change; *Extension Education; Learning Theories; *Lifelong Learning; Needs Assessment; Organizational Development; Postsecondary Education; *Professional Continuing Education; Professional Development; Program Development; Program Implementation; Staff Development; Teaching Methods

The following 26 papers, with abstracts and references, are included in these proceedings: "Panel: Continuing Professional Education in Cooperative Extension" (Robert L. Bruce, G. L. Carter Jr., Ronald Jimmerson, Joan S. Thomson); "New Farm Families: Implications for Extension Educators" (Jane W. McGonigal, Robert Bruce); "The Experience of Learning for the Sake of Learning in Adulthood" (Lynne Y. Asmuth); "Advances in the Neurosciences" (Marcie Boucouvalas); "Normative and Predictive Generalizations in Adult Education Research" (Robert F. Carbone); "Beginning Researchers' Perspectives and Approaches to the Planning Phase of Research" (Jennifer Knowles, Ronald Jimmerson); "Integrating Andragogy with Current Research on Teaching Effectiveness" (Billy E. Ross); "Adult Education vs. Education of Adults" (Harold W. Stubblefield); "Learning Opportunities for Volunteers" (Phyllis C. Wiederhoeft); "A Self-Directed Learning Program within Continuing Professional Education" (Judith K. DeJoy, Helen Mills); "Retirement Planning" (Shirley L. Foutz); "A Matrix Approach to Market Segmentation and Positioning for Continuing Professional Education Program Development" (Mary Elaine Kiener); "Continuing Education for University Faculty Members" (Susan F. Kromholz, Sally M. Johnstone); "The Municipal Clerk" (Michael T. Lavin, Donald Levitan); "A Long-Term, Multiple Stage Needs Assessment Process for Program Development" (Joan L. Parrett, Deborah R. Klevans); "Weekend Colleges in the United States" (Jeanie Roundtree-Wyly, Lloyd Korhonen); "Conducting an Effective Retention Study" (Dolor F. Sapienza, Richard S. Davis); "Educational Services to Isolated Locations Using State of the Art Technology" (Joseph D. Smith, David Halfen); "Development of a National Manpower Plan for the Malawi Ministry of Agriculture" (Thomas F. Trail); "The Metamorphoses of Adult Learners" (Dennis E. Campbell); "Use of the KAI Kirtan Adaption Innovation Inventory in Times of Program and Organizational Change" (Shirley H. Gerken); "Understanding Adult Reentry as a Change Process" (Doe Hentschel); "Self-Reliant Behaviors and Value Orientations of Adult Learners Engaged in Continuing Professional Education" (Carroll A. Londoner, Fredric Linder, David Bauer); "The Influence of Adult Students on Faculty as Learners" (Barbara Rich); "Comparing Agricultural Extension Systems" (William M. Rivera); and "Learning To Think in Service of Improving Professional Practice" (Albert K. Wiswell). (KC)

success. (MN)

ED 291 964

CE 049 855

How To Set Up Your Own Small Business. Study Guide Keyed.
American Inst. of Small Business, Minneapolis, MN.

PUB DATE- 88

NOTE- 68p.; For related documents, see CE 049 853-857.

AVAILABLE FROM- American Institute of Small Business, 7515 Wayzata
Blvd., Suite 201, Minneapolis, MN 55426 (\$17.95; 10 or
more--\$16.15).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Accounting; Advertising; Bookkeeping; Business

Administration; *Business Education; Decision Making;

*Entrepreneurship; Financial Support; Insurance; Legal

Responsibility; *Marketing; Personnel Management; Planning; Pol

Formation; Postsecondary Education; Publicity; Public Relations

Purchasing; Retailing; Salesmanship; Secondary Education; Site

Selection; *Small Businesses

This study guide, which includes the answers to student exercises
included in it, is intended for use with the separately available
entrepreneurship education text "How To Set Up Your Own Business."
The guide includes student exercises and answers that have been
designed to accompany chapters dealing with the following topics:
deciding whether or not to set up a small business, forecasting
sales, financing, assessing the different legal needs of different
types of businesses, developing and conducting effective publicity
and public relations campaigns, purchasing the correct supplies
from the correct suppliers, bookkeeping, accounting, selling,
assessing insurance needs, managing personnel, developing a
business plan, and staying on the road to success. (MN)

ED 291 965

CE 049 856

Baker); "New Technology Training and Access to Jobs, Policies for Employment" (Geoffrey Holland); "Information Technology and Investment in Training" (Lord Lucas of Chilworth); "Comment Developper de Nouvelles Qualifications?" (Bertrand Schwartz); and "New Technology Corporate Investment and Job Creation" (Herbert Christie). English language summaries of these papers are provided in volume I. (MN)

ED 291 978

CE 050 262

High School and Beyond: Local Labor Market Indicators
machine-readable data file.

SMB Economic Research, Inc., Washington, DC.

SPONS. AGENCY- National Center for Education Statistics (ED),
Washington, DC.

REPORT NO.- EF-000018

PUB DATE- 82

AVAILABLE FROM- U.S. Department of Education (ED), Office of
Educational Research and Improvement (OERI), Information Service
(IS), Washington, DC 20208. Telephone: (800) 424-1616. (SAS file
SPSS-X file: \$150).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Employment Opportunities; Employment Statistics; High
Schools; *Income; *Labor Market; *Local Norms; Metropolitan Area
National Surveys; Sampling; State Surveys; Statistical Surveys;
*Unemployment; *Wages

IDENTIFIERS- *High School and Beyond (NCES)

The High School and Beyond (HS&B) Local Labor Market Indicators
machine-readable data file (MRDF) provides various measures of the
conditions of the local labor market in the geographic areas in
which the 1,015 HS&B sample high schools are located. The data are
presented in such a way as not to reveal the identities of the
participating individuals, schools, and geographic areas. The data
are arranged by and tied together solely by the random HS&B school
identification code (IC) numbers, that permit the data to be merged
with other HS&B files. The basic data were obtained from the Bureau
of Labor Statistics (BLS) and the Bureau of Economic Analysis
(BEA). BLS provided wage data and employment data for counties,
standard metropolitan statistical areas (SMSAs), and states, for
1980, 1981, and 1982. BEA provided personal income data for
counties, SMSAs, and states, for 1980 and 1981. Each of the 1,015

Acquired Immune Deficiency Syndrome (AIDS) and the Veterans' Administration. Hearing before the Subcommittee on Hospitals and Health Care of the Committee on Veterans' Affairs. House of Representatives, One Hundredth Congress, First Session. Congress of the U.S., Washington, D.C. House Committee on Veterans Affairs.

PUB DATE- 17 Jun 87

NOTE- 103p.; Serial No. 100-19.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Disease Control; Disease Incidence; Futures (of Society); Government Role; Hearing; Preventive Medicine; *Public Policy

IDENTIFIERS- Congress 100th; *Veterans Administration

This document presents witness testimony and prepared statements from the Congressional hearing called to examine the issue of acquired immune deficiency syndrome (AIDS) and the role of the Veterans' Administration (VA) in combating AIDS. Opening statements are included from Representatives G. V. Montgomery, J. Roy Rowland, Joseph P. Kennedy, II, and Bob McEwen. A prepared statement by Representative John Paul Hammerschmidt is given. The Representatives describe the seriousness of the AIDS problem and call for a national policy to fight the disease. In his testimony, John Gronvall, chief medical director of the Veterans' Administration, presents comments about AIDS, describes the status of AIDS in the VA, and briefly reviews AIDS research being conducted by the VA. Committee members' questions are then answered by Dr. Gronvall and his associates from the VA: Howard Cohn, Richard Greene, Susan Mather, Robert Lindsey, and Ralph Ibson. Other testimony is provided by James Curran, director of the AIDS program at the Center for Infectious Diseases, Centers for Disease Control (CDC). Dr. Curran describes efforts being conducted against AIDS, notes the cooperation between the VA and the CDC, and discusses counseling needs of AIDS patients and testing for AIDS. Materials submitted for the record are included. (NB)

prevent the suicide. Links between bereavement after suicide, development, and adolescent suicide require further study. Inconsistent definitions of adolescence, samples of adolescents in psychotherapy, and other methodological problems limit the understanding of how adolescents cope with bereavement after suicide. Conclusions based on bereaved adolescents in therapy should not be misinterpreted as data about normal bereavement. (Author)

ED 292 007

CG 020 614

Smith, Steven R.

A Cross-Cultural Comparison of Factors Affecting the Job Satisfaction of U.S. and Japanese High School Teachers.

PUB DATE- Apr 87

NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cross Cultural Studies; Cultural Differences; *Cultural Influences; Foreign Countries; High Schools; *Job Satisfaction; Role Perception; *Secondary School Teachers; *Teacher Attitudes; Teacher Role

IDENTIFIERS- *Japan; *United States

Although there has been much interest in the United States about Japanese education, few studies have examined the Japanese school system from the teachers' perspective. This study investigated 143 Japanese and 386 U.S. high school teachers' attitudes concerning their work conditions, roles and responsibilities, and work experiences. An attitudinal survey was used to record views on their professional situations from 143 Japanese and 386 U.S. teachers. Teachers in the United States scored higher on every item concerning job satisfaction than did the teachers in Japan. The cause of the Japanese teachers' dissatisfaction appeared to be rooted in their expectations of the job before becoming a teacher. While U.S. teachers reported more job centrality than did Japanese teachers, job centrality took on much more negative attributes in the United States than in Japan. In the area of job stress, the only item significant for the Japanese teachers was concern over the ability of teachers to get control of the curriculum and

ED 292 021

CG 020 628

Phifer, Paul

College Majors and Careers: How To Select a College Major.

PUB DATE- Oct 87

NOTE- 6p.; Paper presented at the Annual Meeting of the Michigan Association for Counseling and Development (Grand Rapids, MI October 25-17, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Speeches, Conference Papers. "Papers Presented at..." (150)

DESCRIPTORS- Academic Advising; Career Counseling; *Career Planning
College Bound Students; College Students; *Congruence (Psychology
*Decision Making; Education Work Relationship; Higher Education;
High Schools; *Majors (Students); School Counseling; *Student
Personnel Workers; Values; *Vocational Interests

This document addresses the difficulty some students face in selecting a college major that matches their career pursuits. It includes a set of seven steps which can help high school, college, and adult students in selecting a college major. The steps presented deal with: (1) decision making skills; (2) self-assessments to identify priorities; (3) awareness of institutions, activities, involvements, and relationships which are congruent with individual values; (4) identification of factors which may influence the decision about a college major; (5) a knowledge of available college majors; (6) selecting the appropriate college; and (7) hints for lifelong development. The second section of the document provides steps for counselors, academic advisors, and student personnel workers who are involved in helping students select college majors and careers. Helping professionals are advised to establish a theoretical base or career development philosophy, stay current, maintain an updated bibliography of career- and academic-related materials, be familiar with most popular college majors, provide life planning worksheets to students, be aware of where to refer students for further assistance, and maintain a determination to assist students. (NB)

ED 292 022

CG 020 629

Health; *Mental Health Programs; Placement; *Prisoners; *State
Legislation

IDENTIFIERS- Wisconsin

This report presents information on Wisconsin state legislation dealing with mental health issues. Part I provides descriptions of key provisions of four 1987 state senate bills. Part II reviews the activities of the Wisconsin State Legislative Council's Special Committee on Mental Health Issues. Parts III, IV, V, and VI describe the background and major provisions of the four mental health bills: (1) 1987 Senate Bill 351, relating to commitment standards and procedures for and alternatives to commitment; (2) 1987 Senate Bill 352, relating to outpatient mental health treatment of minors 14 years of age or older; (3) 1987 Senate Bill 353, relating to local assistance for community support programs and guardianship grants; and (4) 1987 Senate Bill 680, relating to services for and commitments of mentally ill inmates and criminally committed persons. Appendices list committee votes, current commitment standards, and materials from the Special Committee on Mental Health Issues and the Advisory Committee on Mentally Ill Inmates. (NB)

ED 292 036

CG 020 643

Johnston, Shawn A.; And Others

Sexual Arousal Attributions and Gender Identity Perceptions of Child
Molesters.

PUB DATE- Aug 87

NOTE- 11p.; Paper presented at the Annual Convention of the American
Psychological Association (95th, New York, NY, August 28-September
1, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adults; Arousal Patterns; Attribution Theory; *Child
Abuse; *Cognitive Processes; *Cognitive Style; College Students;
Comparative Analysis; *Criminals; Emotional Response; Higher
Education; Locus of Control; Males; *Sexual Abuse; *Sexual Identit
IDENTIFIERS- *Child Molesters; Sex Offenders

Analyses of deviant sexual behaviors have most often derived from
psychodynamic or behavioral theory. Little systematic research
attention has been paid to the role of intervening cognitive
variables such as social perception and the causal attribution

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adults; *Age Differences; *Family Relationship; *Friendship; *Neighborhoods; *Social Support Groups; Social Theories; *Well Being

Social gerontological studies have found little relation between family availability and interaction and well-being of the elderly. Friendship and neighboring interactions seem more consistently related to well-being, but even this is not universal. This study, conducted to examine whether similar patterns exist in other age groups, included young adults, early middle-aged adults, late middle-aged adults, and older adults to compare the effects of social support on well-being in different stages of adulthood. Data were obtained from the Quality of American Survey which provided interview data from 3,692 adults about their social-psychological condition, their needs and expectations from life, and the degree to which their needs were satisfied. The results showed that family support had the strongest effect on well-being of men and women in early adulthood. Support by friends was the next highest predictor of well-being, followed by support by neighbors. All three supports were found to be significantly related to well-being for young adults. Similar patterns were found for other age groups as well. These findings support the hypothesis that social support is positively related to well-being. These findings were different from findings of previous social gerontological studies, possibly due to the difference in measuring interaction and social support variables. The findings do appear to be consistent with various theories in social gerontology. (NB)

CS

ED 292 051

CS 009 054

Freeman, Ruth H.

Text Structure and Reading Comprehension: The Development of Five Structure Models and Issues in Comprehension of Expository Prose.

PUB DATE- 87

NOTE- 99p.

(letters, positions) representing the within-subject factors. Retention analyses showed that dextral males demonstrated a right visual field (RVF) advantage for letters, and that instructions consistently contributed to more effective recall. It would appear that the attentional hypothesis is a more effective explanation of asymmetrical performance than cerebral differences. (A figure of the stimulus matrix used in the tachistoscopic experiment, and a table of the mean number correct letter responses in RVF as a function of sex, handedness, and instructions are included, and 45 references are appended.) (MM)

ED 292 064

CS 009 067

Iaccino, James F.; And Others

Effects of Bizarre Imagery on the Long-Term Retention of Paired Associates Embedded within Variable Contexts.

PUB DATE- 88

NOTE- 17p.; For a related document, see CS 009 067.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Educational Research; Learning Processes, Learning Strategies; *Memorization; *Mnemonics; Recall (Psychology); Retention (Psychology); Visualization

IDENTIFIERS- *Context Effect; Image Theory; *Imaging; Memory Operating Characteristics; Paired Stimuli

Recent findings have shown that bizarre imagery can be an effective mnemonic aid when lengthy retention intervals are employed, and when the surrounding context contains more normal elements. Testing the hypothesis that an interaction exists between context and time of testing with bizarre images, a study paired 40 male and female undergraduates, presenting them with three lists (normal, bizarre, and mixed) arranged in a randomized order. The sentences within each list consisted of stimulus-response pairs of high-imagery nouns. Each subject pair was told to form an interactive mental image of the two nouns within a restricted period. Then, one subject participated in an immediate cued recall condition for each list while the other was tested after a 1-week retention interval. As predicted, a list by test interaction was found in which items from the mixed list were recalled best under delayed recall. Results suggest that bizarre images enhance memory over time, especially when common materials provide a contrasting surround. (A table of sentences presented in the normal, bizarre, and mixed

ED 292 078

CS 009 084

Love, Lenora

The Effect of Reading Games on the Improvement of Fourth Grade Reading Skills Scores.

PUB DATE- May 88

NOTE- 49p.; Master's Thesis, Kean College.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)

DESCRIPTORS- Basal Reading; Classroom Research; *Grade 4; Intermediate Grades; Reading Ability; Reading Achievement; *Reading Games; *Reading Improvement; *Reading Instruction; Reading Research; *Reading Skills; Reading Tests

IDENTIFIERS- Reading Management; Reading Motivation

A study investigated whether the use of reading games would result in greater improvement in the reading skills scores of a sample of fourth grade students as compared to a control sample taught by a traditional basal method of instruction. The subjects, 20 heterogeneously grouped students (10 for the experimental group and 10 for the control group) in a lower middle class urban school who were reading on the fourth grade level, were administered the comprehension section of the MacMillan Achievement Test in order to determine their reading weaknesses. After an 8-week instruction period, a posttest was given to determine how much growth had occurred during the period of the experimental treatment. Results indicated that the children in the experimental sample showed greater improvement in reading ability than the control sample, although the difference between the means of the two samples was not statistically significant. (Two tables of data are included, and 22 pages of a literature review, 27 references, and 3 appendixes, showing test results and gain in raw scores, as well as as a description of reading skills games, are attached.) (JK)

ED 292 079

CS 009 085

Mongiardo, Kathleen

Half-Day Kindergarten versus Extended-Day Kindergarten and Its Effect

Edwards, Suzanne O.

Contemporary Interpretations of "Tess of the d'Urbervilles":
Implications for the Classroom.

PUB DATE- Nov 87

NOTE- 16p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Critical Reading; Literary Criticism; *Literary Devices; Nineteenth Century Literature; *Novels; Reading Instruction; Reading Material Selection; Reading Writing Relationship; Teaching Methods; Victorian Literature; World Literature; Writing Instruction

IDENTIFIERS- Classics (Literature); Hardy (Thomas); Reading Uses

Because of its wide range of justifiable interpretations, Thomas Hardy's "Tess of the d'Urbervilles" is an appropriate novel to use to help students become better critical readers. Scholarly criticism continues to debate the topic of Tess's character, yet recent feminist and deconstructionist approaches, as well as recently published social histories and textual studies, give readers a different perspective on the subject. Teachers might explore these perspectives by giving a sequence of writing assignments that require students to confront the complexities of the text. To help students see how Hardy guides readers' perceptions of characters and events and how these interpretations develop as the story unfolds, instructors might invite students to analyze a motif--foreshadowing, patterns of color, or images of light and darkness--through the course of the entire novel. Students can be given the opportunity to wrestle with the ambiguities of the book by writing a series of papers discussing conflicting views of the reasons for Tess's suffering. Whatever topics are assigned, students will have to return to the text repeatedly to locate ample primary support for their readings. In the process they will become more independent and confident readers, taking more pleasure in the richness of the literature they read. (A 48-item reference list is appended.) (MM)

Wallace, Wanda T.; Rubin, David C.

Constraints in Recall: A Case from Balladry.

PUB DATE- Aug 86

NOTE- 8p.; Paper presented at the Annual Meeting of the American Psychological Association (94th, Washington, DC, August 22-26, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Ballads; Comparative Analysis; Folk Culture; Oral Interpretation; *Recall (Psychology); Singing; Vocal Music

IDENTIFIERS- *Constraints; Lyrics; North Carolina; Oral Tradition

A study examined changes in recall of a ballad that is part of an oral tradition in North Carolina, noting what changes occur, why those changes occur, and what lines are most susceptible to change. When a story is passed along orally, it sometimes changes so much that it may not be recognizable as the same when two versions are compared. Subjects included five traditional ballad singers, whose performances on different occasions were analyzed to determine changes in recall and changes among individual singers. Recall stability over a generation was examined by comparing the current versions with versions collected between 1912 and 1944. The recall of a naive group, 27 undergraduates who learned and recalled one version of the ballad, was also assessed. Results show that constraints present in this ballad limit the possible variations that can occur. Any variations must preserve at least the verse structure, the verse sequence, the line sequence within each verse, the rhyme scheme, and the metrical pattern. Verses that embellish the details of the story may be omitted. Constraints were preserved in versions of the ballad collected in the 70 years and to some degree by undergraduates hearing the ballad for the first time. (ARH

ED 292 108

CS 211 085

Pugh, Sharon L.

Teaching Children To Appreciate Literature. ERIC Digest Number 1. ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 88

Writing, Grades 6 and 8: Report of Student Performance 1987-88.
North Carolina State Dept. of Public Instruction, Raleigh.

PUB DATE- 88

NOTE- 112p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Elementary Education; Grade 6; Grade 8; Holistic
Evaluation; *Writing (Composition); *Writing Evaluation; Writing
Research

IDENTIFIERS- Evaluation Reports; *North Carolina Annual Testing
Program

For the 1988 North Carolina Annual Testing Program in the area
of writing assessment, public school students in grades 6 and 8
were tested on the composing characteristics of main idea,
supporting detail, organization and coherence. A total of 78,045
sixth-grade students wrote a clarification composition focusing on
their favorite place to eat and explaining why they preferred that
particular place, and 81,047 eighth-grade students wrote letters to
a television producer persuading the producer, with sufficient
elaboration, that where they live is the best place to live.
Compositions were scored using a holistic scale of one to four, in
addition to an independent score of a "+" or "-" with respect to
the usage of standard English conventions. Results showed that
47.40% of the sixth graders and 66.07% of the eighth graders wrote
well enough to score at or above the mid-point of the four point
scale. A majority of the students displayed a reasonable command of
English conventions. Writing scores for both grades improved when
clarification and persuasive writing were measured. (Tables of the
distribution of writing scores for descriptive, clarification,
point-of-view, and persuasive writing for sixth, eighth, and ninth
graders, sixth- and eighth-grade reader agreement status, and
English conventions scores for sixth- and eighth-graders are
included, and state and regional summary reports of the North
Carolina Annual Testing Program/ Writing Assessment 1987-1988 are
appended.) (MM)

Realism, Rationality, and Rhetoric in Science: A "New" Focus.

PUB DATE- Nov 87

NOTE- 37p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches

Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Information Needs; Research Methodology; *Rhetoric;

*Sciences; *Scientific and Technical Information; *Scientific

Literacy; *Scientific Research; Technical Writing

IDENTIFIERS- Information Hypothesis; Information Strategies;

*Philosophy of Science; *Science Writing

Recognizing that the past study of the rhetoric of science has focused on the link between the public and scientific realms and on the alleged ideological nature of science, this paper proposes the development of a problematic and methodology for the rhetoric of science which focuses on rhetoric internal to the natural sciences. The paper examines the rhetoric of science literature to illustrate the predominant focus and limitations of the problematic that emerged in the 1970s from the "Weltanschauungen" perspective; discusses a new emerging synthesis based on pragmatism and realism that reshapes the problematic; and sketches an outline of a new realist methodology specifically designed for the newly focused problematic and suggests how it might be employed to arrive at improved insights into the rhetoric of science. Four general regulatory rules for method selection and application which appear to be consistent with concerns raised in a review of the literature on the rhetoric and philosophy of science are: (1) methods for study of internal science communication should be consistent with the most evolved understanding of the philosophy of science; (2) some of the methods should serve to reveal perceptions and understandings of science and rhetoric that scientists have as individuals; (3) methods should be specifically appropriate to an understanding of internal scientific communication; and (4) applications of methods should distinguish between the physical/natural sciences and the social/behavioral sciences. (Seventy references are attached.) (NH)

ED 292 137

CS 506 049

Weiss, Robert O.

Drucker, Susan J.; Hunold, Janice Platt

Rape Trial Coverage on Trial: The Myth, the Reality, the Result.

PUB DATE- Nov 87

NOTE- 27p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Audiences; *Court Litigation; Criminal Law; *Mass Media Effects; Media Research; News Reporting; Photographic Equipment; Publicity; Public Opinion; *Rape; State Courts; *Television; *Victims of Crime

IDENTIFIERS- Camera Angles; Criminal Prosecution; Massachusetts (New Bedford); Objectivity; Sex Exploitation; *Televised Proceedings; Television Criticism; *Television Role

Coverage of the New Bedford Massachusetts "Big Dan's Tavern Rape Trial" by Cable News Network (CNN) television cameras was ostensibly for educational purposes, to examine how rape victims are treated in court and how the judicial process works in general. However, the sensational nature of the trial strongly suggests that it was televised only to increase ratings. While the camera angles and pacing of the trial were largely dissimilar to soap operas or other daytime programs, the content of the trial approximated soap opera. Moreover, the educational value of the trial coverage was compromised because the victim's name and face were never shown, while the defendants', the judge's, and the lawyers' faces were often captured in close-ups, leading television audiences to be distanced from and unsympathetic to the victim, and more sympathetic to the defendants. The current process for selecting trials that will receive television coverage will likely produce more televised sensational sex-crime trials. It is therefore important that judges, attorneys, and victims understand how broadcasting such trials affects their outcome and public perception, rather than believing the myths of the televised trial. (Two pages of notes, examples of types of camera shots, results of trial shot size evaluations, and three pages of references are included.) (JC)

ED 292 151

CS 506 068

Wizner, Angela M.

Dudczak, Craig A.

Argument of the Excluded Middle: The Jackson-Falwell Apartheid Debate.

PUB DATE- Apr 88

NOTE- 19p.; Paper presented at the Annual Meeting of the Central States Speech Association (Schaumburg, IL, April 16-18, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Broadcast Television; Clergy; *Debate; Ethnic Relations; Foreign Countries; *Persuasive Discourse; Programing (Broadcast); Racial Bias; Racial Discrimination; Racial Relations; *Racial Segregation

IDENTIFIERS- *Apartheid; Debate Strategies; Falwell (Jerry); Jackson (Jesse); *South Africa

Since South Africa declared the first "State of Emergency" in July 1985, the issue of South African apartheid has sparked direct and sustained debates between Jerry Falwell and Jesse Jackson at Lynchburg, Virginia, as well as on ABC's "Nightline." On "Nightline," while Falwell's position on disinvestment (after a visit to South Africa) centered on "argument from circumstance," Jackson focused on "argument from definition." However, neither Rev. Falwell nor Rev. Jackson represented the realistic policy alternatives which might have found some emergent political consensus. In fact, the position Rev. Falwell advocated created a paradox for him (for he began his remarks with the statement that morally wrong), and in addition, those whose impression of Falwell was contaminated by his association with the Moral Majority were unlikely to be converted to his position because of who he is. As for Jackson, his departure from his initially stated reliance on argument from definition (i.e., principle) to argument from circumstance (i.e., expediency) during the course of the debate signals both a substantive as well as symbolic shift. Although the selection of controversial personalities and issues clearly enhances viewership even for "Nightline," in the debate on South African apartheid, neither of the positions advocated by Falwell or Jackson represented the middle range of alternatives actively considered by the Reagan administration or by the Democratic Party. (Sixteen references and ten footnotes are attached.) (JK)

explored dealt with the demonstrable results in the schools of principals participating in the project. All the principals agreed that their involvement with the project had already paid some dividends to their schools and district. (MLF)

ED 292 178

EA 019 856

Dares, John C.

School Size, Grade Level Organization, and School Management Trends.

PUB DATE- Feb 84

NOTE- 14p.; Paper presented to the Oak Hills Local Schools Task Force (Cincinnati, OH, February 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Accountability; *Educational Planning; *Educational Trends; Elementary Secondary Education; Instructional Leadership; *Instructional Program Divisions; Management Teams; *School Administration; *School Size

IDENTIFIERS- *Ohio (Cincinnati)

To help policymakers plan for higher quality education despite increased productivity demands and decreased financial support, this paper briefly reviews trends and issues related to three important areas: school size, grade level organization, and school management practices. Research has yet to discover the perfect school size. Arguments are presented for large schools' ability to provide instructional, extracurricular, and athletic diversity and for small schools' concentration on the basics and the individual student. Various grade level groupings are discussed: middle schools, elementary schools divided into primary (grades 1-3) and higher elementary (grades 4 and 5), and high schools divided into separated units for grades 9-10 and grades 11-12. The various groupings work best if all students remain together as they move from one building to another--to avoid disruption or massive readjustments every two or three years. High school students can be limited in course selections if the separated high school buildings are not on the same campus. Emerging school management trends are centered in two directions: (1) a shift toward instructional leadership responsibility of administrators and (2) an expectation of increased administrator accountability. Another promising development is schools' increasing reliance on shared decision-making by administrative management teams. Complex school

LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports -
Evaluative/Feasibility (142)
DESCRIPTORS- Compliance (Legal); Constitutional Law; *Court
Litigation; *Educational Legislation; Educational Malpractice;
Elementary Secondary Education; Employer Employee Relationship;
Insurance; *Legal Problems; *Legal Responsibility; *School Law;
School Responsibility; *Torts
This chapter examines court cases reported during 1986 that
involved tort claims involving school officials, school employees,
and students. A tort is a civil wrong, other than breach of
contract, for which a court provides relief in the form of damages.
Discussion focuses first on negligence, or conduct that falls below
an acceptable standard of care and results in injury. Most
negligence suits against schools result from student injuries
during school hours, enroute to and from school, on school
facilities, or during school activities. Negligence defenses derive
from common law and statutory immunity, or from plaintiff's failure
to file a claim within six months. Other topics discussed include
cases arising from liability insurance claims and employee injuries
or workers' compensation claims, as well as cases involving assault
and battery, defamation, products liability, and intentional
infliction of emotional distress. The final section focuses on
constitutional torts, or cases alleging violation of litigants'
constitutional rights. Included are discussions of cases brought by
outside organizations, students, and employees. (TE)

ED 292 193

EA 019 905

Thomas, Stephen B.; White, Janet M.

Sports.

PUB DATE- 87

NOTE- 28p.; In: Thomas, Stephen, B., Ed. The Yearbook of School Law,
1987. National Organization on Legal Problems of Education, 1987
(EA 019 899).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports -
Evaluative/Feasibility (142)

DESCRIPTORS- Athletic Coaches; *Athletics; Civil Rights; Compliance
(Legal); Constitutional Law; *Court Litigation; Due Process;
Educational Legislation; Elementary Secondary Education;

Secondary Education; *Incentives; *Merit Pay; Merit Rating;
*Personnel Policy; Recognition (Achievement); Salary Wage
Differentials; *State Programs; *Statewide Planning; Teacher
Salaries

The purpose of this report is to summarize what is known about performance-based pay for teachers in a form useful to state educational policymakers. Section 1 reviews the experience of local education agencies with various forms of merit pay, contending that experience with and evaluations of these merit plans serve as "natural experiments" that have implications for state policy. Section 2 reviews the research literature on merit pay in and outside education, concentrating on what is known about the most and least effective ways to design and operate merit pay plans. In section 3, the policy positions of the major professional educational organizations are analyzed to identify points of agreement and disagreement that influence the negotiation of state and local merit pay policies and plans. Finally, the current actions being taken and discussed at the state level are examined. The state proposals have not been in effect long enough to produce evaluative data, but they can be assessed against the research literature and the experience of local education association and professional organizations. (Author/TE)

ED 292 207

EA 019 930

Hart, Thomas E.

Long-Range Planning. School Districts Prepare for the Future.

Oregon School Study Council, Eugene.

PUB DATE- Jan 88

NOTE- 40p.

AVAILABLE FROM- Publication Sales, Oregon School Study Council, 1787
Agate Street, University of Oregon, Eugene, OR 97403 (\$5.00 with
order; quantity discounts).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Reports - Descriptive (Program/Project
Descriptions) (141) Collected Works - Serials (022)

DESCRIPTORS- Educational Assessment; *Educational Objectives;
Educational Trends; Elementary Secondary Education; Enrollment
Projections; Formative Evaluation; Futures (of Society); *Long
Range Planning; *Master Plans; Models; Prediction; Program
Development

extracts, slide tape shows, dramatic performances, and art shows).
(DB)

ED 292 220

EC 202 002

Malan, Ja

The Education of the Gifted Pre-School Child in the Nuclear Family.

PUB DATE- Jun 84

NOTE- 20p.; Paper presented at the International Conference:

Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use
(055)

DESCRIPTORS- *Child Rearing; Cognitive Development; *Emotional Development; *Gifted; Humanistic Education; Language Acquisition; *Parent Child Relationship; *Parent Role; Young Children

The paper explores the role of parents and the nuclear family in optimal development of gifted preschool children. The family helps the child accomplish basic developmental tasks by adapting to the child's critical needs and interests in appropriate ways. While stimulating academic skills is important, affective education to aid the acquisition of confidence and self-worth is the family's major role. The child's conflicts in the areas of trust or mistrust and autonomy or shame/doubt must be resolved. Stimulation of language development has direct effects on development of thought processes. Self-confidence is built through parental warmth, respectful treatment, and clearly defined limits. Parents can demonstrate their acceptance and support through interest in the child, helping him or her to work through negative feelings, and participating in joint activities. (DB)

ED 292 221

EC 202 003

Taylor, C. A.

were integrated into projects, general discussions, and individual research. Such nonacademic subjects as art, woodworking, singing, physical education, and speech were done with age peers in other classes. In the program development process, careful attention was given to social factors, parental concerns, the need for physical space, and pupil selection procedures. The success of the program is evidenced by the pupils' academic achievement in English, Afrikaans, mathematics, history/geography/science, and integrated projects, along with their outstanding social development and their ease of transfer to high school. An evaluation of the program's applicability to other school systems concludes the paper. (JDD)

ED 292 236

EC 202 018

Ungerer, E.

Initiating Realistic Programmes for Gifted Pupils in Secondary Schools in the Cape Province within the Boundaries of the Present Educational System, with Special Reference to the Problems Surrounding this Transitional Period.

PUB DATE- Jun 84

NOTE- 22p.; Paper presented at the International Conference: Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Academic Achievement; Creativity; *Curriculum Design; Foreign Countries; *Gifted; Models; *Program Development; Program Evaluation; Resource Room Programs; Secondary Education; Student Evaluation; *Talent Identification; *Teaching Methods

IDENTIFIERS- *Blooms Taxonomy; *South Africa (Cape Province)

The paper describes steps taken in initiating a program for gifted students undertaken in 11 secondary schools in Cape Province, South Africa. The development of an identification model was made difficult because the fixed South African educational system inhibits creativity and productive thinking abilities. Factors used to select students for the program included previous and current academic achievement, intelligence quotient behavior characteristics, and teacher and pupil nominations. Differentiated goals were developed for each participating school based on numbers of students and staff involved, facilities available, and

Frick, Theodore W.; And Others

Project STEEL. A Special Project To Develop and Implement a
Computer-Based Special Teacher Education and Evaluation Laboratory.
Final Report. Executive Summary.
Indiana Univ., Bloomington. Center for Innovation in Teaching the
Handicapped.

SPONS. AGENCY- Office of Special Education and Rehabilitative
Services (ED), Washington, DC.

PUB DATE- 30 Dec 86

NOTE- 28p.; For related documents, see EC 202 033-036.

GRANT- G008301778

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Computer Assisted Instruction; Computer Assisted
Testing; Computer Literacy; *Computer Managed Instruction;
*Computer Uses in Education; *Disabilities; Higher Education;
*Preservice Teacher Education; *Special Education Teachers

IDENTIFIERS- *Project STEEL

The document presents the executive summary of the final report of Project STEEL (Special Teacher Education and Evaluation Laboratory), a 3-year study at Indiana University. Project STEEL achieved four major goals: (1) development, implementation, and evaluation of a microcomputer-based observation system for codification, storage, and summarization of special education trainees' classroom teaching performances; (2) development, field testing, and evaluation of computer literacy training procedures and materials for preservice and inservice special education teachers; (3) development, implementation, and evaluation of a computer-based testing system for assessing teacher knowledge; and (4) development and preliminary evaluation of a computer-based information management system for storing and retrieving data on special education teachers' performances during their preservice training program. The report concludes that the microcomputer-based observation and feedback system was clearly effective in altering teacher behavior, that the computer literacy training modules developed are an effective instructional package, that the computer-based testing system can help college instructors assess students' acquisition of cognitive objectives, and that the computer-based information management system provides an efficient

Cheek, Gerald; Campbell, Clifton P.

Collaborative Efforts among Institutions and Agencies for the
Improvement of Vocational-Technical Education.

PUB DATE- 87

NOTE- 19p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Corporate Support; Postsecondary Education; *School
Business Relationship; School Role; *School Support; Secondary
Education; *Teacher Education; *Vocational Education; Vocational
Education Teachers

The Working Partnership project at the University of Tennessee (UT) has been built upon the belief that vocational and technical teacher education and teaching require the expertise that business and industry can provide. Higher education programs are kept most relevant and up-to-date when business and industry provide continuous input into the nature and quality of the education provided. Working partnerships link the teacher education program with participating agencies, businesses, and secondary vocational-technical programs in a cooperative relationship. Individual programs and their public or private sector partners can develop activities at their own pace, consistent with their interests, needs, and resources. One-to-one pairing enables businesses to support improvements in vocational-technical education in a concrete and manageable way. Partnership activities have included classes at business sites, joint curriculum development, summer job programs, and school staff internships. Benefits accrue to both the vocational-technical program and the private or public sector partner. For example, a benefit of the Working Partnership of the UT teacher education department and the Tennessee Valley Authority has been the department's new awareness of its role in economic development. (YLB)

ED 291 868

CE 049 179

Gathercoal, Forrest; Stern, Sam

Legal Issues for Industrial Educators.

REPORT NO. - ISBN-0-911168-65-6

PUB DATE- 87

NOTE- 179p.

AVAILABLE FROM- Prakken Publications, Inc., 416 Longshore Drive, P.O.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (14)

DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Community Programs; *Cooperative Programs; Corporate Education; *Illiteracy; *Inplant Programs; *Literacy Education; Regional Cooperation; State Programs

IDENTIFIERS- *United States (South)

This paper describes four successful and innovative workplace-based literacy programs in the South. The first is a joint program for city municipal workers between the U.S. Naval Air Station in Memphis, Tennessee and the Memphis Literacy Coalition (Project Literacy-Memphis, Inc.). The second is a program at North Carolina State University in Raleigh that serves the school's custodial and maintenance staff. A third is a program at the Newport News Shipbuilding and Drydock Company in Virginia, operated jointly with the local high school. The last is a citywide cooperative effort involving four employers in Albertville, Alabama. In addition, a concluding section summarizes some of the steps that Southern Growth Policies Board states have taken over the past year to meet the objective of the 1986 Commission on the Future of the South to "mobilize resources to eliminate adult illiteracy by 1992." (YLB)

ED 291 882

CE 049 665

Gainer, Lei

ASTD Update: Basic Skills.

American Society for Training and Development, Alexandria, VA.

PUB DATE- Feb 88

NOTE- 10p.; The study is part of a joint American Society for Training and Development (ASTD) and U.S. Department of Labor project ("Best Practices: What Works in Training and Development")

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (14)

DESCRIPTORS- *Adult Education; *Basic Skills; Career Education; Employee Attitudes; *Employment-Potential; *Interpersonal Competence; Job Search Methods; *Job Skills; *Job Training; Literacy Education; Vocational Maturity; Work Attitudes

As the 16-24 age group, the traditional source of entry level workers, shrinks, employers increasingly have to hire the less advantaged to staff their entry-level work force; they must,

ED 291 896

CE 049 701

Malizio, Andrew G.; Whitney, Douglas R.

Educational Credentials in Employment: A Nationwide Survey. GED Research Brief.

American Council on Education, Washington, DC. GED Testing Service.

PUB DATE- May 85

NOTE- 5p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Records; *Credentials; *Documentation; *Educational Attainment; *Educational Certificates; *Employment Practices; National Surveys; Personnel Policy; *Personnel Selection

IDENTIFIERS- Private Sector

A nationwide survey examined the role of educational credentials in the employment practices of private sector companies and institutions. In September 1983, surveys were mailed to a random sample of 1,500 members of the American Society for Personnel Administration. A follow-up mailing was conducted a month later. A total of 643 completed surveys (43 percent) were returned. Financial, insurance, and real estate companies were slightly overrepresented in the sample, and wholesale and retail companies were probably underrepresented. More than 90 percent of those responding placed either a major or moderate emphasis on educational credentials, with larger companies tending to emphasize them more than smaller companies. Overall, about 18 percent of the employees covered in the study are working in positions that require less than a high school diploma. Twenty-three percent of the responding companies have no jobs that require less than a high school diploma. About half of the companies in the study sample have fewer than 8 percent of their employees in jobs requiring less than a high school diploma, and approximately 15 percent of the companies have 50 percent or more of their employees in such jobs. About 38 percent of the employees are working in positions requiring a high school diploma or equivalency credential, and about 16 percent of the positions require certification beyond the high school level. About 25 percent of those surveyed request a copy of job applicants' educational credentials, and nearly 40 percent request a copy of applicants' educational transcripts. (MN)

ED 291 897

CE 049 702

leading the activity and specific tips that will help the activity to go smoothly. Preparation for each activity is also highlighted. Activities include: getting to know you, general introduction, facts and figures, mentors in my life, nitty-gritty issues, gathering mentor information, housekeeping details, and wrap-up. Appendixes provide some helpful information for trainers. (YLB)

ED 291 910

CE 049 749

Ruzicka, Patricia; And Others

Helping Young Women at Work: An Ideabook for Mentors.

Northwest Regional Educational Lab., Portland, OR. Center for Sex Equity.

SPONS. AGENCY- Women's Educational Equity Act Program (ED), Washington, DC.

PUB DATE- Jan 86

NOTE- 38p.; For related documents, see CE 049 748-750.

GRANT- G008402241

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Career Development; Career Education; Emerging Occupations; *Employed Women; *Females; High Schools; Learning Activities; *Mentors; *Minority Groups; *Role Models; *Training Workshops

This ideabook is one of three products that make up a complete mentorship program. The purpose of the program is to increase the motivation of minority young women to pursue occupations and careers that will be in demand in the future. This book is intended for use by the mentors during their 2-hour training session. It is the basis for the workshop activities and includes general information about being a mentor as well as specific information about minority females and career development. Topics include characteristics of mentors, hints for being an effective mentor, talking about one's work, and productive conversations, nitty-gritty issues, and body language. It also contains descriptions of activities that mentors and students can complete during their time together. (YLB)

(050)

DESCRIPTORS- *Academic Aspiration; Adult Students; College Program;
*College Students; Counseling; Higher Education; Job Placement;
*Nontraditional Students; Program Costs; Reentry Students; *Student
Financial Aid; *Student Personnel Services

IDENTIFIERS- Michigan

This booklet, prepared in conjunction with adult students from non-traditional student association at Jackson Community College Jackson, Michigan, provides information on college for adult students who are considering entering or reentering school. In short sections, the guide covers the following topics: career goals and counseling, academic planning, the academic environment, pay the bill, support systems, and placement after graduation. Information on college costs and financial aid is also outlined. Appended to the booklet are admissions office phone numbers for Michigan degree-granting colleges and universities. (KC)

ED 291 925

CE 049 773

Administrative Guide for Vocational-Technical Education in Michigan
Michigan State Board of Education, Lansing.

PUB DATE- 87

NOTE- 315p.

LANGUAGE- English

EDRS Price - MF01/PC13 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Legal/Legislative/Regulatory Materials
(090)

DESCRIPTORS- Career Guidance; Course Content; Disabilities;
Educational Planning; Exceptional Persons; Program Administration;
*Program Development; Program Evaluation; *Program Implementation;
Secondary Education; *State Aid; State Legislation; *State
Standards; Technical Education; *Vocational Education

IDENTIFIERS- *Michigan

This guide is designed to assist local educational agencies in design, development, implementation, operation, and administration of vocational-technical education programs in Michigan. All aspects of this document are designed to concur with the Michigan State Plan for Vocational Education as well as the Michigan School Code and subsequent administrative rules and regulations as promulgated by the Michigan State Board of Education. The five sections of the guide cover program development and operation; special populations

Technical Elements of Transportation. Grade 11-12. Course #8176
(Semester). Technology Education Course Guide. Industrial
Arts/Technology Education.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of
Vocational Education.

PUB DATE- 88

NOTE- 60p.; For related documents, see CE 049 780-794.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Grade 11; Grade 12; High Schools
*Industrial Arts; Learning Activities; Learning Modules; Lesson
Plans; State Curriculum Guides; *Structural Elements
(Construction); *Systems Analysis; *Systems Approach; *Technology
*Transportation

IDENTIFIERS- North Carolina

This guide is intended for use in teaching a course in the history of the development of transportation systems and the individual elements in such systems. The course is designed to break transportation systems down into their individual components so to make it possible to study system types, media, technical elements, and environmental factors. The development and management of transportation systems and careers in the transportation industry are also explored. The first two sections discuss the guide's development within the framework of North Carolina's efforts to improve technological literacy and the guide's place as part of an instructional system. The purpose of the course and its main objectives are explained in the next section. An outline of the major topics addressed during the course is presented. The remainder of the guide consists of learning modules on the following topics: transportation's relationship to society, the government, and other technological systems; types of transportation systems; environmental media for transporting; technical systems in transportation; operation of transportation systems; and transportation and the environment. Each module includes information about the length of time needed to complete the module, an introduction to the instructional content to be covered in class, performance objectives, a day-by-day outline of student learning activities, and lists of suggested textbooks and references. (MN)

ED 291 952

CE 049 840

Even, Mary Jane
Baggage Barriers. Techniques.

PUB DATE- Jan 88

NOTE- 3p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)

DESCRIPTORS- *Adult Development; Adult Education; *Adult Learning

*Adult Students; Aging (Individuals); Cognitive Style; Educational Gerontology; Experience; Individual Characteristics; Postsecondary Education; Student Attitudes; *Student Characteristics; *Teacher

Student Relationship; Teaching Methods

When adult learners come to the learning program, they bring their individual "baggage" that they carry around--such as home problem

time constraints, employment problems, and positive or negative feelings about self. The baggage of an adult's life contains all

that adults are, have been, and hope to be, as well as all that life means to them. Seven components that make up the nature of

adults include: (1) age, experience, and self-concepts; (2) physical nature and aging developments; (3) philosophy and values;

(4) emotions and memories; (5) motivation, attitudes, and interests; (6) culture, history, and preferences; and (7)

intellectual abilities and perceptions. (Teacher hints and techniques to overcome problems that may arise because of baggage

barriers are offered for each of these components.) (KC)

ED 291 953

CE 049 842

Dillaway, Manson P.; Savage, Allan H.

Introducing the Microcomputer into Undergraduate Tax Courses.

PUB DATE- 88

NOTE- 20p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Accounting; *Business Education; Computer Assisted

Fallek, Max

How To Set Up Your Own Small Business, Service Company Case Study

Manufacturing Firm Case Study, Retail Store Case Study.

American Inst. of Small Business, Minneapolis, MN.

PUB DATE- 87

NOTE- 46p.; For related documents, see CE 049 853-857.

AVAILABLE FROM- American Institute of Small Business, 7515 Wayzata

Blvd., Suite 201, Minneapolis, MN 55426 (\$15.00; 10 or

more--\$13.50).

LANGUAGE- English

EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Business Administration; *Business Education; Case

Studies; Credit (Finance); Decision Making; Employer Employee

Relationship; *Entrepreneurship; Facility Planning; Facility

Requirements; Financial Support; Learning Activities;

*Manufacturing; Marketing; Money Management; Personnel Management

Postsecondary Education; *Retailing; Secondary Education; Self

Evaluation (Individuals); *Service Occupations; Site Selection;

*Small Businesses

This collection of case studies is intended for use in a course

setting up a small business. The first, a case study of the process

of setting up a service company, covers analyzing the pros and cons

of starting one's own business, assessing the competition and local

market, and selecting a site for and financing the business. The

principal advantages and disadvantages of starting a small

business, market and trade area analysis, types of business

organization, facility and equipment requirements, and methods of

obtaining financing are addressed in the case study of setting up a

manufacturing firm. The third case study, which deals with

establishing a retailing firm, covers the steps involved in

deciding whether or not to establish a small business, market and

trade area analysis, operations, finance, competition, and methods

of determining the numbers and types of employees that will be

needed. (MN)

ED 291 966

CE 049 857

Entrepreneurship and Small Business Course Outline.

American Inst. of Small Business, Minneapolis, MN.

PUB DATE- 87

NOTE- 6p.; For related documents, see CE 049 853-856.

records contain 55 variables, e.g., unemployment rates, employment growth percentages, population, percentage of population employed annual growth rate of personal income, per capita personal income. Comparisons are provided between the data for each area and the national average for the data for the same period. POPULATION: High Schools (24,725). SAMPLE: High Schools (1,015). TYPE OF SURVEY: National Survey; Sample Survey. RESPONDENTS: Household Members, Employers, State Unemployment Offices. FREQUENCY: Once. YEAR OF FIRST DATA: 1980. (CDM)

CG

ED 291 979

CG 020 586

Johnson, Melanie K.; Hutchinson, Roger L.

Effects of Family Structure on Children's Self-Concepts.

PUB DATE- 18 Dec 87

NOTE- 15p.; Paper presented at the Annual Meeting of the Midwest

Psychological Association (58th, Chicago, IL, May 8-10, 1986).

related document, see CG 020 587.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference

Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Age Differences; *Family Structure; Nuclear Family;

Parent Family; Secondary Education; *Secondary School Students;

*Self Concept; Self Evaluation (Individuals); Sex Differences;

Stepfamily

The number of nontraditional families, including single-parent families and stepfamilies, in America has been steadily increasing.

This study was conducted to examine the effects of family structure (intact, stepparent, and single-parent) on children's self-concept

using Parish and Parish's Personal Attribute Inventory for Children

(PAIC). The PAIC and a demographic questionnaire were completed by

199 students in grades 7 through 12 attending a university-related

laboratory school. Twenty-four students were from stepfamilies, 3

were from single-parent families, and 143 were from intact

families. The results revealed no statistically significant

Home Care: The Agony of Indifference. The Role of the Older American Act in Assuring Access to Quality Home Care. Hearing before the Special Committee on Aging. United States Senate, One Hundredth Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

REPORT NO.- Senate-Hrg-100-184

PUB DATE- 27 Apr 87

NOTE- 235p.; Serial No. 100-5.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Caregivers; Daily Living Skills; Federal Legislation; Government Role; *Health Needs; Hearings; *Homebound; *Home Programs; Law Enforcement; Medical Services; *Older Adults; Self Care Skills

IDENTIFIERS- Congress 100th; Medicare

This document presents witnesses' testimonies and prepared statements from the Congressional hearing called to examine the problems of Americans, mostly elderly persons, who need home health care. Opening statements are included by Senators John Melcher, John Heinz, Bill Bradley, John Chafee, Harry Reid, John Glenn, Dan Durenberger, and Quentin Burdick. Prepared statements are included from Senators John Melcher, Richard Shelby, and Alan Simpson. Pearl Tolbert, Mary Summers, and Nilda Grudza discuss the problems of home care from the perspectives of the victim and the family caregiver. Two registered nurses who provide home health care, Cathy Beard and Barbara Lutton, describe their experiences in working with homebound patients. Charles Wells, Administration on Aging (AOA), discusses the Older Americans Act and the role of the AOA in providing home care services to older adults. Louis Hays, Health Care Financing Administration, addresses home health care quality assurance. Donald Nicholson, Assistant Inspector General, United States Department of Health and Human Services, presents findings from the study, "Home Health Aide Services for Medicare Patients," noting failures in carrying out the law related to home health care and the failure of Medicare requirements to meet home care needs. Ann Mootz provides testimony on behalf of the National Association for Home Care, and Jane Anderson provides testimony on behalf of the National Association of Area Agencies on Aging. Testimony pertaining to hearing issues and follow-up answers to questions are appended. (NB)

materials being used in their classrooms, while U.S. teachers were concerned with the concrete problems of their jobs, class size and after-school work, and the general morale of the staff. Differences in concerns between teachers in the two countries appeared to result from the teachers' need to give their students the best possible preparation for becoming a productive person in the society and, therefore, reflected what society felt those prerequisites for entrance should be. (Author/NB)

ED 292 008

CG 020 615

Barrick, Ann Louise; And Others

Humor, Aggression, and Aging.

PUB DATE- Aug 86

NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986). For related document, see CG 020 616.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Age Differences; *Aggression; *Aging (Individuals); *Cartoons; *College Students; *Emotional Response; *Higher Education; *Humor; *Older Adults; *Young Adults

IDENTIFIERS- *Pain

Although humor is an important phenomenon in human interactions, has rarely been studied in the elderly. An understanding of responses to humor in aggressive cartoons as a function of advancing age would provide information regarding both the development of humor and the negative (aggressive) emotional experiences of the elderly. This study was conducted to examine differences between young and old adults in their responses to increasing levels of aggression in cartoon humor. Thirty-eight cartoons were selected which represented a wide range of aggression, humor, and subject matter. Pain was selected as a measurement of aggression. Older adults (N=61) and college undergraduates (N=93) rated the cartoons for funniness and for degree of pain. The results of the study support the hypothesis that advancing age is accompanied by a change in response to aggressive elements in humor. An inverted-U was found to be the best descriptor of the relationship between pain values and humor for older subjects, while humor was not predictable from pain values for the young subjects. While small increases in negative

Goreham, Gary A.; Rathge, Richard W.
Projected Prevalence of Alzheimer's Disease among North Dakota's
Elderly. Report Series No. 8.
North Dakota State Univ., Fargo. Dept. of Agricultural Economics.
SPONS. AGENCY- North Dakota State Univ., Fargo. North Dakota
Agricultural Experiment Station.

PUB DATE- Dec 86

NOTE- 41p.; Data tables contain small print.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- *Disease Incidence; *Futures (of Society); *Mental
Disorders; Mental Health; *Older Adults

IDENTIFIERS- *Alzheimers Disease; *North Dakota

This report on Alzheimer's disease in North Dakota discusses the heightened awareness of the disease and the shift in the age structure as two possible reasons for the increase in recognized incidences of the disease. It explains the three epidemiological indices commonly used to describe a population in the study of dementing illnesses: mortality, prevalence, and incidence. National prevalence rates of senile dementia and Alzheimer's disease are presented and reasons for variations in the prevalence rates are cited, including methodological techniques, a lack of diagnostic specificity, differences in disease severity, and the sampling procedures used. The prevalence of Alzheimer's disease in North Dakota is then described. Methods used to project the prevalence of Alzheimer's disease in North Dakota residents aged 60 years and older for the period 1980 through 2000 are discussed. Medicare and Medicaid data obtained from hospital admissions records are presented which substantiate the trends suggested by the projections in the report: Alzheimer's disease is related to age, its connection with gender is unclear, and places with larger populations will have higher numbers of Alzheimer's disease patients. Implications of the report are discussed in the areas of the care of Alzheimer's disease patients, the public understanding of Alzheimer's disease, and the need for further research. Fourteen data tables are appended. Five pages of references are included. (M

ED 292 023

CG 020 630

Campbell, Randy V.; And Others
Migraine Headaches and Marriage and Family Happiness: An

process. Two studies were conducted to examine differences in cognition between child molesters and control groups. The first study explored causal attributions for sexual arousal in 19 child molesters in court-order outpatient treatment and 19 non-pedophilic adult males. The results revealed that molesters perceived their sexual arousal as being internally caused and more stable over time, when compared to controls. The second study examined gender identity perception by operationally defining the quality of perceptions of gender through the production of human figure drawings. Subjects were 23 child molesters and 28 male college students. Results from the second study showed that molesters' view of themselves and of women differed from the views held by male college students. Specifically, molesters appeared to perceive themselves as smaller and less powerful than women and to exhibit confusion regarding gender differentiation. The findings from both studies suggest that child molesters may experience and think about sex in a significantly different way from sexually non-deviant men. (Author/NB)

ED 292 037

CG 020 644

Hanisch, Kathy A.; Carnevale, Peter J.
Gender Differences in Mediator Behavior.

PUB DATE- 29 Aug 87

NOTE- 9p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Arbitration; *Cognitive Style; College Students; *Conflict Resolution; Higher Education; Negotiation Agreements; Problem Solving; *Sex Differences

IDENTIFIERS- *Mediators

Use of a mediator to facilitate voluntary agreements between disputants is becoming a widely used method of conflict resolution in a variety of contexts. This study simulated a dispute to examine the influence of mediator and negotiator gender on mediator behavior. Male (N=94) and female (N=94) college students mediated a computer-simulated dispute between either two males, two females, or a male/female pair. The results revealed a gender difference in the type of messages the mediators sent to those designated as

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Cognitive Structures; Elementary Secondary Education; Expository Writing; Grade 6; Language Processing; *Models; Parallelism (Literary); *Reader Text Relationship; *Reading Comprehension; *Reading Processes; Reading Research; Retention (Psychology); Schemata (Cognition); Structural Analysis (Linguistics)

IDENTIFIERS- Anderson (John R); Crothers (Edward); Discourse Organization; Expository Text; Frederiksen (Carl); Hierarchical Structural Analysis; Kintsch (Walter); Semantic Mapping; *Semantic Memory; Text Coherence; Text Processing (Reading); *Text Structure van Dijk (T A)

In order to investigate the text structure/reading comprehension relationship, this paper reviews recent research on text representation theories. Text structure investigation--research on semantic memory as it is concerned with meaning from the word level through the inference level--follows the premise that sentences are understood in the context of their use if the comprehender has the ability to project meaning to the concept. Five models of text structure, intended to explicate the comprehension of reading, are examined in the paper: (1) Crother's logical relations model; (2) Meyer's hierarchical organization model; (3) Frederiksen's constructive model of discourse proceeding; (4) Kintsch's model of semantic memory; and (5) the Anderson and Reder encoding elaboration model. The paper explains the analytic system of each model, in which text comprehension is assessed by comparing author intent with reader recall. The theoretical base and distinctive features of each model are detailed, and the methodology and findings of supporting research are reviewed. Other issues addressed in the paper include how text structure influences the structure created by the reader, how it reflects what is learned and retained, and how it affects information retrieval from the semantic knowledge structure of human memory. (Seven pages of references are appended.) (HM)

ED 292 052

CS 009 055

Gordon, Sandra L.; Van Dongen, Richard
Relationships between Reading Activities and Language Use.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.
PUB DATE- Jan 88

lists, and a table of the mean number of response terms recalled as a function of list and type of recall are included, and nine references are appended.) (Author/MM)

ED 292 065

CS 009 068

Iaccino, James F.; Sowa, Stephen J.

Bizarre Mnemonic Aids on Paired Associate Retention as a Function of Context, Delay, and Presentation Pace.

PUB DATE- 88

NOTE- 28p.; For a related document, see CS 009 067.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Educational Research; Learning Processes; Learning Strategies; *Memorization; *Mnemonics; Recall (Psychology); Retention (Psychology); Visualization

IDENTIFIERS- Context Effects; Image Theory; *Imaging; Memory Operating Characteristics; Memory Tasks; Paired Stimuli

In order to test the hypothesis that bizarre imagery can be an effective mnemonic aid with delayed testing, a context of mixed materials, and an adequate stimulus presentation pace, a study examined 40 undergraduates who were randomly presented with three paired-associate lists (normal, bizarre, and mixed). Within each list the sentences consisted of stimulus-response pairs of high-imagery nouns. Twenty subjects participated in an immediate cued recall condition for each list while the remaining 20 were tested after a 1-week retention interval. Subjects were further subdivided depending upon whether the presentation pace was forced or not. Results indicated that bizarre imagery would seem to be an effective mnemonic aid on immediate recall when materials are mixed and when the pacing is self-controlled. However, if long-term retention is required, the learning context is the important factor on performance. (A table of the mean number of correct terms recalled as a function of context, delay, and presentation pace is included, and 28 references are appended.) (MM)

ED 292 066

CS 009 069

on First-Grade Reading Achievement.

PUB DATE- May 88

NOTE- 33p.; Master's Thesis, Kean College. Some pages may not reproduce well.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)

DESCRIPTORS- *Beginning Reading; *Grade 1; *Kindergarten; Kindergarten Children; Primary Education; Reading Ability; *Reading Achievement; Reading Improvement; Reading Instruction; Reading Research; Reading Skills; Teacher Role

IDENTIFIERS- *Full Day Programs; *Half Day Programs; Reading Management; Reading Motivation

In order to see if an extended-day kindergarten program has a greater effect than a half-day kindergarten program on reading achievement in the first-grade, a study compared standardized test scores of two different groups of first-grade students. Subjects, a group of 44 students who had participated in a half-day kindergarten program and a second group of 80 students who had participated in an extended-day kindergarten program, were administered the Science Research Associates Achievement Series (SRA). Results indicated that the scores of the children in the extended-day kindergarten were higher than the scores of the children in the half-day kindergarten program, although the difference in scores was not statistically significant. (A table of data is included, and 13 pages of a related research review, 23 references, and an appendix containing the subjects' SRA scores are attached.) (JK)

ED 292 080

CS 009 086

Summertime Favorites.

NATIONAL Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE- 2 May 88

NOTE- 15p.

AVAILABLE FROM- Office of Publications and Public Affairs, National Endowment for the Humanities, 1100 Pennsylvania Ave., N.W., Room 406, Washington, DC 20506 (single copies free).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Adolescent Literature; *Childrens Literature; Elementary

ED 292 094

CS 211 070

Herrmann, Andrea W.

Research into Writing and Computers: Viewing the Gestalt.

PUB DATE- Dec 87

NOTE- 13p.; Paper presented at the Annual Meeting of the Modern Language Association (San Francisco, CA, December 27-30, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches/Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Assisted Instruction; Instructional Improvement; *Research Methodology; Research Needs; Teaching Methods; *Word Processing; *Writing Improvement; *Writing Research Writing Skills

IDENTIFIERS- Research Priorities; *Writing Contexts

If research into writing, particularly on computers as writing tools, is to assist teachers to improve writing pedagogy, the emphasis should be toward conducting naturalistic and context-sensitive studies. Early studies involved traditional experimental research instruments and looked not at the learning process but at the written product, measuring number of words, errors, number of revisions and quality of product rather than evaluating focus, organization and the ability to use arguments, details and examples effectively. When asking if student writing is instantly transformed via the computer's magic wand the more relevant question is not whether the writing is good or bad, but rather whether students have become more engaged by the writing process and acquired more sophisticated techniques for composing, revising and editing. Better instruments for evaluating and comparing texts must be devised if research results are to be significant. Although the important relationships between context and writing have gone unexplored until fairly recently, they are increasingly recognized as an important element; context-sensitive classroom-based research can provide important information for developing teaching strategies and hopefully shed light on the relationship to the students' progress as learners. (NH)

NOTE- 3p.; Document printed on yellow paper.

CONTRACT- RI88-06-2001

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Childrens Literature; Elementary Secondary Education; Independent Reading; *Literature Appreciation; *Reader Response; Reader Text Relationship; Reading Comprehension; Reading Materials; Reading Material Selection; Reading Strategies

IDENTIFIERS- ERIC Digests; Reading Motivation

Two basic approaches to teaching children to appreciate literature at any level are the structural (traditional literary analysis) and the reader response approaches. Structural analysis provides the terms and concepts that help readers interpret and discuss literature, while reader response emphasizes the integrated experience an individual has with a text, with the reader's personal response having primacy over formal knowledge of textual characteristics. For children, encounters with literature should retain characteristics of play, children's most natural activity. As they encounter more varied literature, children must make decisions such as setting purposes for themselves and modifying reading strategies in accordance with the possibilities within a text. (Thirteen references are attached.) (JK)

ED 292 109

CS 211 086

SCMLA: Technical Writing. Proceedings (Houston, Texas, October 1987 Oklahoma State Univ., Stillwater.

PUB DATE- Oct 87

NOTE- 39p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Business Communication; Discourse Analysis; Electronic Mail; English (Second Language); Heuristics; Rhetoric; *Technical Writing; Writing Difficulties; *Writing Improvement; Writing Instruction

IDENTIFIERS- Writing Contexts

In order to make information about technical writing more

Shechter, Myriam; Schechter, Sandra R.
Children's Acquisition of Literary Genre: Science Fiction versus Fantasy.

Ontario Inst. for Studies in Education, Toronto.; Toronto Board of Education (Ontario).

SPONS. AGENCY- Ontario Dept. of Education, Toronto.

PUB DATE- Oct 87

NOTE- 28p.; Paper presented at the Annual Meeting of the Boston University Conference on Language Development (12th, Boston, MA, October 23-25, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)

DESCRIPTORS- Classroom Research; *Fantasy; Grade 5; Intermediate Grades; *Literary Genres; Reading Material Selection; *Reading Writing Relationship; *Science Fiction; Student Writing Models; Writing Instruction; *Writing Processes; Writing Research

IDENTIFIERS- *Writing Contexts; Writing Tasks

Using ethnographic observations of 30 children in a multicultural inner-city fifth grade class over a period of one year, a study examined the children's classroom interactions with the literary genres of science fiction and fantasy, investigating their sequential acquisition of the constitutive elements of the two genres as well as their abilities to differentiate between these genres along dimensions such as true/untrue or possible/impossible. The study also examined the relationship between the literature children read and the stories they write, and traced the evolution of children's constructs of genre with cumulative exposure to a genre-based curriculum. Field notes were taken on the teacher's structuring of classroom curriculum, the participant formats of Language Arts activities, and the literacy environment (books in the classroom and library, videos, audio tapes, field trips) in which the acquisition of genre was embedded. Data also included lesson transcripts, and transcripts of learners' formal and informal interviews with the teacher and a researcher. The children's stories were collected after they had read within a particular genre. Findings suggest that a combination of inter- and intra-genre exploration across different media, facilitated by context-sensitive pedagogical strategies, best promotes the extension of children's notions of genre. (Two student stories and 26 references are appended.) (MM)

Teaching Colleagues in Other Disciplines To Assess Communication Competency.

PUB DATE- Nov 86

NOTE- 21p.: Paper presented at the Annual Meeting of the Speech Communication Association (Chicago, IL, November 6-9, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Observation Techniques; Communication Apprehension; *Communication Skills; Discussion; Evaluation Criteria; *Evaluation Methods; Higher Education; Integrated Activities; Interdisciplinary Approach; Listening Skills; Measurement Techniques; Performance Factors; Professional Training Speech Communication; Teacher Role; Teacher Workshops; Teaching Methods

IDENTIFIERS- Speech Communication Education

As oral communication becomes a more substantial feature of course in disciplines other than speech communication, faculty members in other disciplines need to develop the ability to assess oral communication competence in their classrooms. Faculty development workshops can teach colleagues these skills, using consultations with faculty members who can tell how they applied what they learned in earlier workshops, practicing the assessment of sample student performances provided on tape or in person, and providing follow-up sessions periodically after the formal workshop is over. Fundamental issues involved include (1) whether form and content are related; (2) how much communication depends on its context; and (3) whether evaluation should be analytic or holistic. Classroom assignments--oral reports, debates, and role-playing--can incorporate speech communication into different disciplines. However, using a wide variety of speaking and listening assignments requires a broad range of methods for assessing student performance, including rating scales, which translate easily into numerical scores; check lists, based on the completion of specified behavioral objectives; holistic evaluation, where judgment is seen as a contextual adaptation; and peer evaluation. Problems faced by faculty seeking to implement speaking skills include how to evaluate listening, and how to deal with students who never speak in class, or who demonstrate a high level of anxiety. (Ten references are appended.) (MM)

Responses to Indirect Requests in an Organizational Setting.

PUB DATE- Feb 83

NOTE- 24p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Denver, CO, February 11-15, 1983).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Communication Research; Discourse Analysis; Interpersonal Communication; *Organizational Communication; Role Perception; *Speech Acts; Speech Communication

IDENTIFIERS- Communication Behavior; Imperatives (Grammar); *Indirect Speech; Indirect Suggestion; Negative Affect; Request Procedure; Requests; *Superior Subordinate Relationship

A study analyzed responses to indirect imperatives in a large doctor's office, looking specifically at superior-subordinate relationships in an organizational setting in order to see if there are different responses to indirect and direct imperatives, and what those differences involve. Twenty hours of interaction were audiotaped and observed between 11 superiors and subordinates in the following roles (ranked from highest to lowest): two doctors, one administrative manager, four medical transcribers, two radiologists, and two file clerks. Immediately following all possible sequences, subjects were asked how they felt about the interaction, the persons involved, and "their work." These responses were analyzed based on certain communication rules, including: (1) language as action; (2) felicity conditions, or contextual parameters needed for a ritualized speech act to be successful; (3) indirect speech acts, such as irony, metaphors, insinuations, and indirect imperatives; and (4) organizational messages. Results showed that a high number of indirect imperatives (24 out of 29 requests) were used, most of which received immediate compliance. Noncompliance with an indirect imperative was usually caused by the lack of a preparatory felicity condition, i.e., before a request can be made, the receiver of the request must be responsible for the action and the sender should have the right to make the request. (A table of responses involving the felicity condition reason and three pages of references are appended.) (MM)

Payne, J. Gregory; And Others

Regional Analysis of the Coverage of Reverend Jesse Jackson: The Confirmation of the Candidate.

PUB DATE- Nov 85

NOTE- 30p.; Paper presented at the Annual Meeting of the Speech Communication Association (Denver, CO, November 7-10, 1985).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Newspapers; *News Reporting; Persuasive Discourse; *Political Candidates; *Presidential Campaigns (United States); *Press Opinion

IDENTIFIERS- Chicago Tribune; *Jackson (Jesse); Los Angeles Times; New York Times; Political Communication; Press Criticism; Washington Post

A study examined the coverage of the 1984 Jesse Jackson presidential campaign in the "New York Times," "Washington Post," "Chicago Tribune," and "Los Angeles Times," noting (1) the number of stories that mention Jackson; (2) the total column inches devoted to the stories mentioning Jackson; (3) subject matter of the story; (4) degree of bias inherent in the story; and (5) mediated image as reflected by descriptive references to the candidate in the coverage. The period of examination was from November 3, 1983 to April 11, 1984. Results showed that the "Los Angeles Times" contained the most column inches of campaign coverage, and the "Washington Post" featured the most exclusive stories. In addition, analysis showed little difference in topics covered on the Jackson campaign among the various newspapers, and that all emphasized Jackson's problems with Jewish voters. With the exception of the "Tribune" (which displayed a negative bias), the tone of the Jackson coverage was judged to be generally fair and straightforward. The mediated image throughout the months reflected a gradual evolution in coverage from "black civil rights leader" to "Democratic candidate for president." It was also noted that the coverage of the campaign followed the "confirmation" paradigm of press coverage (going through the phases of announcement, definition, judgment, debunking, and conversion), and that Jackson's campaign was characterized by an intense debunking period. (A table of data is included and 12 end notes are attached.) (ARH)

issues will need hard work, not ready-made solutions. Included are 11 references. (MLH)

ED 292 179

EA 019 858

Dareh, John C.; LaPlant, James C.

Field Relations in Educational Administration Training Programs.
PUB DATE- Oct 85

NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Education; *Certification; *College School Cooperation; Data Collection; *Field Experience Programs; Higher Education; *State Action

IDENTIFIERS- *Ohio

In response to ongoing needs for improved preservice field experiences for prospective administrators, more stringent state certification standards, and technical support for practitioners, mutually beneficial alliances are being formed between universities and local schools. This paper describes part of a continuing University Council for Educational Administration (UCEA) research project to collect and disseminate university field relations data. Specifically, this paper studies how universities interact with field practitioners in the design and conduct of administrator training programs. During the study's first phase, UCEA institutions in the United States and Canada were asked to provide descriptive information about field experiences, internships, and other learning activities associated with their administrator training programs. Thirty-five of the universities or 78% provided program descriptions. Findings showed that most field relations programs are (1) designed to meet external mandates or standards; (2) the responsibility of an adjunct or clinical instructor; (3) "add-on" features of universities' training programs; (4) presented as not totally satisfactory; and (5) remarkably similar as to structure and requirements. These findings have several implications. While states will expect future administrators to gain more field experience, frustration arises as to implementation approaches and inadequate conceptual or material support for these expectations. Another issue concerns the extent of universities' commitment to effective field-based programs. At present, these

Eligibility; Employer Employee Relationship; Equal Education; Equal Protection; Extramural Athletics; *Legal Problems; *Legal Responsibility; *School Law; School Responsibility; Student Participation; Torts

IDENTIFIERS- Civil Rights Act 1871; Civil Rights Act 1964; Fourteenth Amendment; Title IX Education Amendments 1972

This chapter--new to the "Yearbook"--discusses all court cases reported in 1986 that involved student athletes, coaches, athletic directors, athletic associations, booster organizations, interscholastic sports programs and events, and sports facilities and equipment at both the K-12 and higher education levels. It does not, however, include case law involving physical education or intramural participation. The first section discusses constitutional provisions and statutes upon which these cases are based, including the equal protection and due process clauses of the Fourteenth Amendment, Title IX of the Education Amendments of 1972, and the Civil Rights Acts of 1964 and 1871. Subsequent sections discuss court decisions on student eligibility for participation in sports, equality of programs, and enforcement of rules. The next major section discusses tort cases brought for intentional wrongs (assault and libel), negligence, and products liability in connection with sports programs. This is followed by a discussion of cases related to employment of athletic personnel: adverse employment decisions, compensation, discrimination on the basis of race or sex, and contracts with equipment distributors. The last section addresses miscellaneous cases arising from discipline of nonparticipants, media coverage, open meetings laws, public records, and workers' compensation claims. (TE)

ED 292 194

EA 019 906

Underwood, Julie

Finance.

PUB DATE- 87

NOTE- 35p.; In: Thomas, Stephen, B., Ed. The Yearbook of School Law, 1987. National Organization on Legal Problems of Education, 1987 (EA 019 899).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Compliance (Legal); *Court Litigation; *Educational Finance; *Educational Legislation; Elementary Secondary Education;

IDENTIFIERS- Oregon

Long-range planning is becoming increasingly important for educators in today's rapidly changing society. This bulletin accordingly presents a step-by-step model for school districts to use in developing and successfully implementing a long-range plan. Chapter 1 introduces long-range planning and suggests ways of getting district personnel involved in the planning process. Chapter 2 demonstrates how to develop a "mission statement" and uses some Oregon school districts to illustrate this process. Chapter 3 presents the details of the planning process, including demographic forecasting, goal-setting, and formulating specific objectives to meet the goals. Included are some examples of district goals in Oregon. Chapter 4 provides suggestions for launching a plan so that everybody in the district is aware of it, and chapter 5 focuses on monitoring the operation of the plan. The conclusion offers some of the reported benefits of long-range planning. Information for this bulletin was obtained from printed sources, a survey of Oregon school districts, and interviews with school officials. Appended are the survey instrument, a tabulation of the results, and a list of district plans. (TE)

ED 292 208

EA 019 931

Armstrong, Jane; Bray, Judy

How Can We Improve Textbooks?

Education Commission of the States, Denver, Colo.

SPONS. AGENCY- Department of Education, Washington, DC.

REPORT NO.- SI-86-2

PUB DATE- Sep 86

NOTE- 32p.

GRANT- G00-8410005

AVAILABLE FROM- Publications, ECS Distribution Center, 1860 Lincoln Street, Suite 300, Denver, CO 80295 (SI-86-2; \$5.00).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Costs; Educational Economics; Elementary Secondary Education; Evaluation Criteria; *Politics of Education; Textbook Bias; *Textbook Content; Textbook Evaluation; Textbook Preparation; Textbook Publication; *Textbooks; *Textbook Selection; *Textbook Standards

This document addresses the complex issues surrounding the production, selection, and use of textbooks in the context of the

Planning Gifted Education: Opportunity for School-Based Curriculum Development.

PUB DATE- Jun 84

NOTE- 18p.; Paper presented at the International Conference: Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Curriculum Development; *Decentralization; Elementary Secondary Education; Foreign Countries; *Gifted; *School Based Management; Teacher Role

IDENTIFIERS- *South Africa

The paper presents a model of curriculum development and applies this model to education of the gifted in the Republic of South Africa. Strategies in curriculum development are classified as center-periphery (in which central authorities develop curriculum to be implemented at the local school level), school based (in which the same individuals both develop and implement the curriculum), and collaborative (which features teacher involvement in curriculum development conducted under the guidance of curriculum specialists). Other aspects discussed include the "seat" of curriculum development, the expertise required, and whether curriculum development is site specific or generic. Application of the model to education in South Africa shows that the present system of curriculum development is usually externally based, implemented as directed, and developed by experts other than classroom teachers. Schools developing their own gifted education curricula need to define a concept of giftedness, determine goals and content, design differentiation and teaching/learning strategies, and coordinate with existing organizational forms. (DB)

ED 292 222

EC 202 004

Kapp, Chris A.

The University as a Resource for the Education of the Gifted--Models, Methods, Myths and Maybes.

PUB DATE- Jun 84

NOTE- 21p.; Paper presented at the International Conference: Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).

geographical area. Within each school, a steering committee of interested staff designed a prototype program which used combinations of the four available teaching strategies: enrichment, grouping, acceleration, and guidance. The system of withdrawal is used heavily in all 11 schools. Curriculum design presented the greatest difficulty for each school; the most popular model used was Bloom's Taxonomy of Objectives. The Betts and Knapp model on autonomous learning was also useful. Evaluations considered both the program as a whole and the individual pupil's work. Descriptive examples of programs developed in three of the schools are provided. (VW)

ED 292 237

EC 202 019

Nel, J. F.

The Actualization of Giftedness at the Extracurricular Centre for Highly Gifted Children in Pretoria.

PUB DATE- Jun 84

NOTE- 16p.; Paper presented at the International Conference: Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984). Some diagrams will reproduce marginally because they contain small type.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Acceleration (Education); Curriculum Development; Elementary Secondary Education; *Enrichment Activities; Extracurricular Activities; Foreign Countries; *Gifted; Humanistic Education; *Program Development; *Self Actualization; *Special Programs

IDENTIFIERS- *South Africa (Transvaal)

This paper describes the philosophy and development of the Extracurricular Centres for Highly Gifted Children in Transvaal, South Africa. The centers' concepts of "gifted" and "highly gifted" are defined, and characteristics of gifted children are listed. The centers offer enrichment and acceleration classes in subjects outside the usual school curriculum and are attended by primary and secondary school pupils. The program consists of study units or themes chosen from various subjects, emphasizing individual work, independent research and discovery, and projects. Classes are small, and students have freedom of choice regarding preferred subjects. The centers' general objective in gifted education is to

and secure method for total program evaluation. (DB)

ED 292 251

EC 202 033

Frick, Theodore W.; And Others

Microcomputer-Based Assessment of Preservice Special Education Teachers. Project STEEL. A Special Project To Develop and Implement a Computer-Based Special Teacher Education and Evaluation Laboratory. Volume I. Final Report.

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- 30 Dec 86

NOTE- 183p.; For related documents, see EC 202 032-036.

GRANT- G008301778

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Classroom Observation Techniques; Computer Assisted Testing; *Disabilities; Educational Practices; Higher Education; *Instructional Effectiveness; Microcomputers; *Preservice Teacher Education; *Special Education Teachers; *Teacher Effectiveness

IDENTIFIERS- *Project STEEL

The document is part of the final report on Project STEEL (Special Teacher Education and Evaluation Laboratory) intended to extend the utilization of technology in the training of preservice special education teachers. This volume focuses on the first of four project objectives, the development and implementation of a microcomputer-based assessment system for preservice special education teachers. Activities of Year 1 included data gathering on teacher behaviors, software development, observer training and field testing, and trainee feedback. Year 2 activities involved revision of the microcomputer-based observation system (MBOS). Project STEEL observation system field tests, application to the undergraduate program, use by graduate supervisors, and students' reactions to the system. Year 3 activities included evaluation of the preservice teacher group data, and an effectiveness study. This study is presented in its entirety. Preservice special education students (N=27) in the multiple baseline study received information on the concept of Academic Learning Time (ALT) and the relationship between this information and MBOS. Feedback was provided in the

hardcover--ISBN-0-911168-64-8; 20% discount on quantity orders).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Compliance (Legal); *Decision Making; Disabilities;
Disadvantaged; Educational Malpractice; Ethics; Industrial Arts;
Industrial Arts Teachers; *Industrial Education; Insurance; *Legal
Problems; *Legal Responsibility; Postsecondary Education; Secondary
Education; Sex Stereotypes; Student Rights; Teacher Education;
*Torts; Trade and Industrial Education; Trade and Industrial
Teachers

This book is designed to help industrial educators develop a basis
for making decisions based on sound legal and ethical
considerations--decisions related to students, colleagues,
equipment, and money. The issues also concern administrators,
advisory-committee members, risk managers, insurance
representatives, and attorneys who work with educational programs.
The book is also appropriate as a text for preservice and inservice
teacher education. Each chapter in the book represents a critical
legal issue from the industrial educator's perspective. The issues
are safety and liability, product and service liability,
cooperative work experience, insurance, writing student
recommendations, eliminating sex stereotyping, disadvantaged
students, handicapped students, school rules and student searches,
due process and the rights of teachers, and ethics. Each chapter
alerts industrial educators to relevant legal background and
provides guidelines for decision making related to each issue.
Chapters include case citations, references, and resources for
those interested in additional information and materials. (YLB)

ED 291 869

CE 049 344

Neimark, Edith D.
Toward a Cross-Cultural Examination of Adult Thought.
PUB DATE- Jul 87
NOTE- 24p.; Paper presented at the Satellite Conference of the
International Society of the Study of Behavior Development
(Beijing, China, July 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Development; Adult Education; Adults; Behavior

mix of technical changes and heightened competition is increasing the skill level needed for work in America. The worker is being asked to have a broad set of skills, some of which were previously required only of supervisors and management. Employers want four groupings of skills. Individual competence includes communication skills, comprehension, computation, and culture. Personal reliability skills cover personal management, ethics, and vocational maturity. Economic adaptability skills--problem solving, learning, employability, and career development--help to get and keep a job. Finally, group and organizational effectiveness skills essential from the employer's perspective, include interpersonal skills, organizational skills, negotiation, creativity, and leadership. These basic skills need to be taught in the context of something in which the learner is interested, and the most compelling interest is a job. Training also needs to be developed that emphasizes "filling in the gaps" between what the employee already knows and what the job at hand requires. (YLB)

ED 291 883

CE 049 675

Ediger, Marlow

Relevancy in Vocational Education (A Collection of Essays).

PUB DATE- 87

NOTE- 61p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - General (020) Opinions/Personal

Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Academic Education; Adult Education; Career Education

*Counselor Role; Educationally Disadvantaged; Education Work

Relationship; Employment Potential; General Education; Job Skill

Postsecondary Education; *Reentry Students; *Relevance (Education)

*School Role; Secondary Education; Teaching Methods; *Vocational

Education

This collection of seven essays covers the subject of relevance vocational education from several perspectives. Topics of the essays are the following: (1) vocational education and the curriculum; (2) the counselor and vocational education; (3) vocational education and employability skills; (4) student reentry into the curriculum; (5) remedying ills in society; (6) general education, career education, and the classics; and (7) step-by-step teaching versus an open-ended approach. All essays contain numerous references for further investigation. (KC)

Tests of General Educational Development. Bibliography.
American Council on Education, Washington, DC. GED Testing Serv

PUB DATE- Oct 87

NOTE- 39p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Adult Education; Credibility; *Equivalency Tests; Followup Studies; High School Equivalency Programs; Military Personnel; Military Training; Program Development; Reputation Scores; Secondary Education; Student Attitudes; Student Characteristics; *Testing Programs; Test Interpretation; *Test Results; *Test Use; *Test Validity

IDENTIFIERS- *General Educational Development Tests

This bibliography lists works dealing with the General Educational Development (GED) tests. Citations range from 1944 to 1987. The works cited are grouped according to the following topics: GED students and their attitudes toward GED programs and adult education; instructional programs and materials predicting readiness for GED testing; statistical data on GED tests and GED students and GED validity studies; acceptance of the GED as a credential and success of GED holders in college; the content of GED tests, GED score interpretation, and the history of the GED testing program; GED testing and the military, enlistment policy follow-up studies of military personnel who take the GED tests, military education programs; and GED testing practices and administration of the GED testing program. (MN)

ED 291 898

CE 049 703

Pedras, Melvin J.; And Others

Technology Education: The Transition.

PUB DATE- 23 Mar 88

NOTE- 9p.; Paper presented at the Spring Forum of Phi Delta Kappa University of Idaho Chapter (Moscow, ID, March 23, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."
Guides/Methods/Techniques (For Practitioners) - Classroom Use
Teaching Guides (For Teacher) (052)

DESCRIPTORS- Computer Literacy; Computer Science Education; *Curriculum Development; Educational Improvement; Educational

ED 291 911

CE 049 750

Helping Young Women at Work: Career Journal.
Northwest Regional Educational Lab., Portland, OR. Center for Social
Equity.; Northwest Regional Educational Lab., Portland, OR.
Education and Work Program.

SPONS. AGENCY- Women's Educational Equity Act Program (ED),
Washington, DC.

PUB DATE- 86

NOTE- 57p.; For related documents, see CE 049 748-749.

GRANT- G008402241

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Career Development; Career Education; Emerging
Occupations; *Employed Women; *Females; High Schools; Learning
Activities; *Mentors; *Minority Groups; *Role Models; *Training
Workbooks; Workshops

This workbook for students is one of three products that make
complete mentorship program. The purpose of the program is to
increase the motivation of minority young women to pursue
occupations and careers that will be in demand in the future.
Intended to complement the activities described in the ideabook
mentors, the workbook contains information, activities, and
questions for students to consider. Section I is introductory and
focuses on the reasons for keeping a journal, what a mentor is,
work attitudes. Section II suggests questions to ask the mentor.
Section III provides questions that will make the student think
about how she can handle herself in a variety of situations.
Section IV contains questions that concern the student's attitude
and assessment of the mentorship experience. (YLB)

ED 291 912

CE 049 751

A Guide for the Professional Development of the State Vocational
Education Supervisor. Competency-Based Vocational Education
Administrator Module Series.

Ohio State Univ., Columbus. National Center for Research in
Vocational Education.

and finance; and other vocational education activities. A glossary is also included (Author/KC)

ED 291 926

CE 049 775

The Accessibility of Vocational-Technical Education to Secondary Postsecondary Students Including: Gender and Racial/Ethnic Composition and Special Populations.

Michigan State Advisory Council for Vocational Education, Lansing

PUB DATE- 87

NOTE- 59p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Access to Education; Asian Americans; Blacks; Disabilities; Dislocated Workers; Displaced Homemakers; *Enrollment; *Exceptional Persons; Females; Hispanic Americans; Males; *Minority Groups; Nontraditional Occupations; *Nontraditional Students; Postsecondary Education; Program Improvement; Secondary Education; *Vocational Education; White

IDENTIFIERS- *Michigan

To comply with the Carl D. Perkins Vocational Education Act of 1990 requirements, the Michigan State Advisory Council for Vocational Education reviewed data from the Michigan Department of Education to determine the accessibility of vocational education to secondary and postsecondary students as it relates to enrollments. The evaluation component also included the gender and racial/ethnic composition of students currently participating in vocational education, as well as the participation of special populations (handicapped, disadvantaged, adults, single parents/homemakers, students in nontraditional programs, and criminal offenders). The study found significant differences in accessibility of vocational education to students, based on geographical location. It also found that the enrollment of females and males in vocational education appears to be balanced, although this may be due to various areas balancing each other. Overall, trends in secondary education seem to be in the direction of enrolling students in programs that are nontraditional to their gender, although progress in this direction is much slower in postsecondary education. The study also found that vocational education at both levels is serving minorities in proportion to the statewide high school population; however, enrollments vary by program areas. Finally, the study found that only limited numbers of persons are being

Human & Product Transportation Systems. Grade 11-12. Course #818
(Semester). Technology Education Course Guide. Industrial
Arts/Technology Education.
North Carolina State Dept. of Public Instruction, Raleigh. Div.
Vocational Education.

PUB DATE- 88

NOTE- 45p.; For related documents, see CE 049 780-794.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Comparative Analysis; Decision
Making; *Design; Grade 11; Grade 12; High Schools; *Industrial
Arts; Learning Activities; Learning Modules; Lesson Plans;
Planning; *Problem Solving; State Curriculum Guides; *Systems
Approach; *Technology; *Transportation

IDENTIFIERS- North Carolina

This guide is intended for use in teaching a course in human and
product transportation systems. The purpose of the course is
twofold. First, students are introduced to the design process and
the steps used to analyze various solutions to basic problems.
Second, the course focuses on the application of the design and
evaluation process to review a given problem in the transportation
industry. The first two sections discuss the guide's development
within the framework of North Carolina's efforts to improve
technological literacy and the guide's place as part of an
instructional system. An outline of the major topics addressed
during the course is presented. The remainder of the guide consists
of learning modules on the following topics: analyzing
transportation systems, using the design and evaluation process,
identifying transportation problems, defining transportation
problems, developing possible solutions, selecting an appropriate
solution, testing possible solutions, evaluating solutions,
implementing solutions on both a small and large scale, and
presenting solutions. Each module includes information about the
length of time needed to complete the module, an introduction to
the instructional content to be covered in class, performance
objectives, a day-by-day outline of student learning activities,
related diagrams and drawings, and lists of suggested textbooks
references. (MN)

Instruction; *Computer Literacy; Computer Oriented Programs;
*Curriculum Development; Higher Education; *Microcomputers; Program
Development; *Taxes

Although accountants have used computers for tax planning and return preparation for many years, tax education has been slow to reflect the increasing role of computers in tax accounting. The following are only some of the tasks that a business education department offering undergraduate tax courses for accounting majors should perform when developing a program to train accounting majors in the use of microcomputers: evaluate available tax software for educational purposes; identify the material in undergraduate tax courses that is suitable for presentation in electronic data processing format; develop instructional procedures for computer assignments; prepare sample cases and assignments that can be used for computer instruction in taxation, and develop testing strategies to evaluate student progress in computer use. The scope of these tasks might cover both tax planning and reporting functions for individual, corporate, S-corporation, partnership, trust, and estate income taxes and for transfer (estate and gift) taxes. Microcomputers can also make it possible to shift the emphasis of tax accounting courses away from tax compliance rules to tax planning (so as to minimize the amount of taxes due). Toward this end, instructors can place more emphasis on tax algorithms, tax planning problems. Computer problems might involve both discovery learning exercises (in which students write programs and/or spreadsheets) and tax computations for comprehensive tax return and planning problems. Failure to use microcomputers in undergraduate courses is a genuine disservice to students inasmuch as many of them will soon be expected to work in an environment which computer skills are indispensable. (MN)

ED 291 954

CE 049 843

Campbell, Clifton P.

Instructional Materials for Vocational and Technical Education and
Training Programs: A Resource Handbook.

PUB DATE- Mar 88

NOTE- 38p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Consortia; Cooperative Programs; Coordination;

*Curriculum Development; *Instructional Materials; Military

AVAILABLE FROM- American Institute of Small Business, 7515 Wayzata Blvd., Suite 201, Minneapolis, MN 55426 (free).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Education; *Business Education; *Course Content; Course Descriptions; *Entrepreneurship; Postsecondary Education; *Small Businesses

This course outline is intended as a guide to using the American Institute of Small Business' text entitled "How To Set Up Your Own Small Business." The outline, which is based on a 20- or 21-week course cycle, is organized around the following topics: the nature of small business and entrepreneurship; sources of information about entrepreneurship and small business; site selection; methods of predicting the success of a small business; ways of financing business; legal needs of different types of business organization; business plans; procedures entailed in purchasing supplies, inventory items, raw materials, and services; advertisement; public relations and salesmanship; bookkeeping; accounting; personnel management and self-improvement; policy and problem-solving needs of small businesses; procedures in conducting a business plan review; and pitfalls and helpful hints. (MN)

ED 291 967

CE 049 863

Lyke, Robert F.

Employer Education Assistance: A Brief Discussion of Current Legislation and Issues. CRS Report for Congress.

Library of Congress, Washington, D.C. Congressional Research Service

SPONS. AGENCY- Congress of the U.S., Washington, D.C.

REPORT NO.- CRS-88-202-EPW

PUB DATE- 11 Mar 88

NOTE- 21p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Adult Education; Compensation (Remuneration); Federal Government; *Federal Legislation; *Fringe Benefits; Higher Education; *Student Financial Aid; *Tax Deductions; *Taxes

An Internal Revenue Code provision (section 127) that allows taxpayers to exclude from gross income the amounts their employer paid for their education expired at the end of 1987. Several bil

differences in how the children in the three different family structures perceived themselves. Although a trend was noted for students from stepfamilies to check fewer positive adjectives on the PAIC, their means did not differ significantly (.05 level) from the means of children from single-parent or intact families. There were no significant differences by sex for the number of positive adjectives checked by respondents. A difference was found as a function of grade level, with the mean number of positive adjectives checked being lowest for students in grades 9 and 10.

ED 291 980

CG 020 587

Hutchinson, Roger L.; And Others

The Effects of Family Structure on Institutionalized Children's Self-Concepts.

PUB DATE- 18 Dec 87

NOTE- 16p.; Paper presented at the Annual Meeting of the Midwest Psychological Association (58th, Chicago, IL, May 8-10, 1986). related document, see CG 020 586.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adolescents; *Children; *Family Structure; *Institutionalized Persons; Intermediate Grades; Nuclear Family; One Parent Family; Secondary Education; *Self Concept; Self Evaluation (Individuals); Sex Differences; Stepfamily; Student Attitudes

The number of nontraditional families, including single-parent families and stepfamilies, in America has been steadily increasing. This study was conducted to examine the effects of family structure (intact, stepparent, and single-parent) on institutionalized children's self-concepts using Parish and Taylor's Personal Attribute Inventory for Children (PAIC). The PAIC and a demographic questionnaire were completed by 166 students in grades 5 through 8 who were residing in a state-operated children's home. Fifty-one students were from intact families, 54 were from stepfamilies, and 61 were from divorced-single parent families. No significant differences in self-concept scores by sex were found, although females from each family type scored higher than did male counterparts. A trend was noted for students from single-parent families to check fewer positive adjectives on the PAIC; their mean scores, however, did not differ significantly (.05 level) from the

ED 291 994

CG 020 601

The Crisis in Home Health Care: Greater Need, Less Care. Hearing before the Special Committee on Aging. United States Senate, Ninety-Ninth Congress, Second Session (Philadelphia, PA, July 2 1986).

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

REPORT NO. - Senate-Hrg-99-975

PUB DATE- 87

NOTE- 51p.; Serial No. 99-24.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Health Needs; Hearings; *Homebound; *Home Programs; *Legal Responsibility; Medical Services; Personal Narratives

IDENTIFIERS- Congress 99th; *Medicare

This document presents witnesses' testimonies and prepared statements from the Congressional hearing held in Philadelphia, Pennsylvania to examine reports of inappropriate, at times illegal denials of critical home health care to sick older Americans. In his opening statement, Senator John Heinz presents examples of victims who were denied proper medical care and discusses the government's role in assuring high quality health care to those in need. Videotaped testimonies are heard from four Medicare beneficiaries who were denied Medicare benefits for needed home health care services: Florence Bodie, John Schuh, Harvey Simms, and Harry Welling. Sharon Mey and Rosemary Jenkins describe their experiences with relatives who required home care. Other witnesses providing testimony include: (1) Gerald Shuttlesworth from Albert Gallatin Visiting Nurse Association; (2) Catherine Frasca from South Hills Health Systems; (3) Marilyn Koch from the Health Care Financing Administration; and (4) Thomas McElvogue from Blue Cross of Greater Philadelphia. Witnesses describe personal experiences, testify about denial of rightful care, and explain how home health agencies are turning away patients rather than absorbing the risk of financial loss from denials. A statement of the Pennsylvania Association of Home Health Agencies concerning purposes and services of the organization and a press release of the National Association for Home Health Care are appended. (NB)

emotion (pain values) in cartoons resulted in increases in positive emotion (funniness values) in older subjects, the older subjects also found very aggressive elements more aversive than did the young subjects. (NB)

ED 292 009

CG 020 616

Barrick, Ann Louise; And Others

Age Effects on Positive and Negative Emotions.

PUB DATE- Aug 85

NOTE- 18p.; Paper presented at the Annual Meeting of the Midwestern

Psychological Association (57th, Chicago, IL, May 2-4, 1985). For related document, see CG 020 615.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Affective Behavior; *Age Differences; Aggression; Ag

(Individuals); Cartoons; College Students; Emotional Experience;

*Emotional Response; Higher Education; Humor; Negative Attitudes

*Older Adults; Sex Differences; *Young Adults

Although emotions have been widely studied, researchers have rarely focused on the elderly. Consequently, many questions remain unanswered concerning the emotions of older adults. This study examined age differences in emotional intensity of short- and long-term emotion. Older adults (N=61) and younger adult college students (N=93) completed the Survey of the Quality of Life of Adult Men and Women and rated positive and negative aspects of 38 cartoons which represented a wide range of aggression, humor, and subject matter. Multivariate analysis of variance revealed no differences between younger and older subjects for positive emotion. For negative emotion, the young reported more intense long-term emotion than did the elderly. Older males, however, reported more short-term negative emotion than did younger males. The study revealed neither a simple trend toward negative emotion nor a general flattening of emotions with advanced age. (Author/NB)

ED 292 010

CG 020 617

Ecobehavioral Approach.

PUB DATE- 86

NOTE- 40p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (14)

DESCRIPTORS- *Counseling Techniques; Drinking; *Family Counseling;
Family Problems; *Family Relationship; Intervention; Marital
Satisfaction; *Parent Child Relationship; *Parent Education;
*Stress Management

IDENTIFIERS- *Ecobehavioral Counseling

This report describes Project 12-Ways, an ecobehavioral service research project which provides residents of 10 rural counties in Illinois with services in the areas of parent training; stress reduction; marital counseling; self-control training, social support, and basic skills for children; activity training, health maintenance, and nutrition; home safety; and job-finding, problem-solving, money management, and prenatal and postnatal services to single parents. It illustrates the project through use of a case study of one target family referred to the project by the Illinois Department of Child and Family Services. Presenting problems of the target family are given, including the incapacitating, stress-induced migraine headaches experienced by the mother. Interventions and outcomes of interventions are discussed in the areas of parent training for the mother, stress reduction training, marriage counseling, and family budgeting. Improvements in marital satisfaction, the mother's professional success, the father's drinking, the mother's headache control, and the daughter's compliance are noted. Although it is recognized that outcomes cannot reliably be attributed to counseling alone, the ecobehavioral approach is recommended because it appears to work.
(NB)

ED 292 024

CG 020 631

Metzel, Janice Wood

Forging the Missing Link in Social Work: A Proposal to Establish a National Social Work Linkage Service.

PUB DATE- 87

NOTE- 27p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

bargainers. Compared to females, males were more confident in their ability to mediate and felt that their recommendations had greater influence on negotiators. It was more important to females that the negotiators approve of their recommendations. Males used coercive pressing and compensating tactics more than did females; females used integrating tactics and were more inactive than were males. Mediators were more likely to use coercive pressing and compensating tactics with opposite gender negotiation pairs than with same gender pairs. No gender related effects were found for the quality of mediators' proposals. (Author/NB)

ED 292 038

CG 020 645

Buehler, Cheryl

Parents' Well-Being and Parent-Child Relationships Following Marital Separation.

PUB DATE- Nov 87

NOTE- 32p.; Paper presented at the Annual Conference of the National Council of Family Relations (49th, Atlanta, GA, November 14-19, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Divorce; *Emotional Adjustment; Fathers; Intervention Life Satisfaction; Mothers; *Parent Attitudes; *Parent Child Relationship; Program Effectiveness; Self Esteem; *Sex Difference *Well Being

The well-being of parents and children and the quality of the parent-child relationship during divorce deserve attention. This study examined the relationship between aspects of parent-child relationships and the well-being of parents during marital separation and investigated the effects of a 5-week community-based educational intervention for divorcing parents on parent-child relations and parental well-being. A pre-post, treatment-control research design was used. A questionnaire assessing parental well-being and parent-child characteristics was completed by 122 treatment parents who participated in the intervention and 81 control parents who did not. A follow-up questionnaire was completed one month after the workshop intervention. The results revealed that three of the five indicators of parental well-being could be explained by selected characteristics of the parent-child relationship. Self-esteem and life satisfaction during marital

NOTE- 8p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serial (022)

DESCRIPTORS- Beginning Reading; Classroom Design; *Classroom Environment; *Curriculum; Elementary Education; Kindergarten; Language Experience Approach; *Language Usage; Parent Participation; Reader Text Relationship; Reading Aloud to Others; Reading Materials; Teacher Role; *Written Language

IDENTIFIERS- *Print Awareness

Noting that the ways children encounter and use print in the classroom can be examined as surface and organizing content of curriculum, this article provides descriptions of innovative uses of print in the kindergarten and elementary school classroom. Curriculum "surface content" includes activities, use of classroom space, display, and materials while "organizing content" includes the purposes and functions of language. The article also offers examples of how teachers can help students use language to build representations about their world such as: posting instructions on hamster care near the classroom's hamster cage; setting up an attractive reading corner where children may select stories that they want to have read to them by parent volunteers; encouraging conversation between students and visitors about labelled objects in the classroom; and other similar activities. (ARH)

ED 292 053

CS 009 056

Fingeret, Arlene

The Politics of Adult Literacy Education.

PUB DATE- Jan 88

NOTE- 7p.; Address presented to the National Urban Literacy Conference (Washington, DC, January 22, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Cultural Context; Educational History; *Functional Literacy; Government Role; *Literacy Education; Political Attitudes; Power Structure; Quality of Life; Social Structure; State Programs

IDENTIFIERS- *Educational Issues; Literacy Campaigns

Herry, Yves

Relationship between Achievement in Reading and Self-Concept Relationship to Reading.

PUB DATE- Aug 87

NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cognitive Ability; Elementary Education; Grade 3; Grade 4; *Reading Achievement; Reading Research; *Self Concept

IDENTIFIERS- *Academic Self Concept

A study examined: (1) whether a relationship exists between self-concept relating to reading and reading performance of school children in grades three and four; and (2) whether it is possible to identify the four types of self-concept proposed by M. Levesque and derived from Staats Paradigmatic Behaviorism (positive-realistic, positive-unrealistic, negative-realistic, and negative-unrealistic). Subjects, 109 students from four classes, were divided into four groups according to their reading performance: high, mid-high, mid-low, and low achievers. Each student answered five questions evaluating his or her self-concept relating to reading. The results indicated a significant difference among the four groups of students with respect to their self-concept relating to reading. Results also indicated that 49% of the children had a positive-realistic self-concept, 33% had a positive-unrealistic self-concept, 12% had a negative-realistic self-concept, and 4% had a negative-unrealistic self-concept. (Three tables of data are included and seven references are attached.) (Author/ARH)

ED 292 067

CS 009 070

Linn, Robert; And Others

Speed and Accuracy of Word Decoding and Recognition. Research on Instructional Assessment: Instructionally Relevant Reading Assessment.

California Univ., Los Angeles. Center for the Study of Evaluation. SPONS. AGENCY- Office of Educational Research and Improvement (ED).

Secondary Education; Reading Aloud to Others; *Reading Materials;
Reading Material Selection; *Recreational Reading; Supplementary
Reading Materials

IDENTIFIERS- *Classics (Literature); Leisure Activities; National
Endowment for the Humanities

Compiled from the reading lists of 60 exemplary schools, this
"summertime" reading list provides titles of tried-and-true works
published in or before 1960 which appeared on at least five of the
school reading lists. Selections are divided according to grade
level. The list offers over 100 book or series of titles
recommended for kindergarten through grade 6, including Brunhoff's
"The Story of Babar," Montgomery's "Anne of Green Gables," and
Williams' "The Velveteen Rabbit." Starred titles indicate books
recommended for kindergarten through third grade, either for
reading by children or for reading to them. The approximately 100
selections for grades 7 and 8 include Bradbury's "Fahrenheit 451,"
Hersey's "Hiroshima," and Wharton's "Ethan Frome." Included in the
186 titles for grades 9 through 12 are Beckett's "Waiting for
Godot," Machiavelli's "The Prince," and Wright's "Native Son." (MM)

ED 292 081

CS 211 001

High School Journalism Confronts Critical Deadline. A Report by the
Journalism Education Association Committee on the Role of
Journalism in Secondary Education.

Journalism Education Association.

PUB DATE- 87

NOTE- 138p.; For related document, see CS 211 021.

AVAILABLE FROM- Journalism Education Association, P. O. Box 99, Blue
Springs, MO 64015 (\$8.50, \$5.00 for JEA members; a digest is \$3.50
\$2.50 for JEA members).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Reports - Research/Technical (143)
Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- High Schools; *Journalism; *Journalism Education; School
Newspapers; Secondary Education; *Student Publications; Writing
(Composition); Writing Skills; Yearbooks

IDENTIFIERS- Journalism Research

In response to a resolution adopted by the Journalism Education
Association (JEA) which requested a study of both the strengths and
problems of scholastic journalism, this report analyzes various

ED 292 095

CS 211 071

Hays, Janice N.; And Others

The Impact of Friendly and Hostile Audiences on the Argumentative Writing of a Group of High School Seniors and College Students: A Perry Scheme Perspective.

PUB DATE- 87

NOTE- 60p.; For related document, see ED 280 040.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Reports - Research/Technical (143)

DESCRIPTORS- *Audience Analysis; Audiences; Essays; Higher Education

*Intellectual Development; *Persuasive Discourse; Writing (Composition); *Writing Evaluation

IDENTIFIERS- *Audience Response; *Perry Developmental Scheme; Writing Strategies

A study analyzed argumentative essays written to both friendly and hostile audiences by 40 randomly selected college undergraduate students and 12 randomly selected college-bound high school seniors. After holistic rating, papers were analyzed for degree and kind of audience activity and were also independently evaluated for writers' levels of intellectual performance on the Perry Scheme. Results showed level of intellectual development to be a more significant predictor of holistic paper scores than demographic variables. Significant relationships were found between writers' audience activity, holistic paper scores, and Perry Scheme score. Six variables--friendly- and hostile-audience strategy and response (a dialectical measure), Perry Scheme score, and grade-level--predicted significantly for paper scores. After backwards selection, friendly-audience strategy and Perry Scheme score predicted most significantly for the friendly-audience paper and hostile-audience response, Perry Scheme score, and grade level for the hostile-audience paper. The hostile-audience paper evoked the most dialectical activity. (Three tables of data and a figure are included, and 50 references are attached.) (Author/JK)

ED 292 096

CS 211 072

Rush, R. Timothy

Writing, Reading and Reality.

available, the South Central Modern Language Association (SCMLA) has collected the papers not subject to copyright restrictions that were presented at the technical writing section of its 1987 meeting. The essays cover a wide range of topics in technical writing pedagogy and research. The articles and their authors are as follows: (1) "Spoken into Print: Rhetorical Analyses from a New Medium" (Esther C. Huckaby); (2) "Thinking in Language: The Fourth Protocol" (Anita Ross); (3) "Determining Verbal/Visual Orientation: A Heuristic" (Sam Dragga); (4) "Teaching 'On-Site' Technical Writing Courses" (Sara Brown); and (5) "Teaching Technical Writing to ESL Students" (Gail Nash). (ARH)

ED 292 110

CS 211 087

Henson, Kenneth T.

Writing for Professional Publication. Fastback 262.

Phi Delta Kappa Educational Foundation, Bloomington, Ind.

REPORT NO. - ISBN-0-87367-262-3

PUB DATE- 87

NOTE- 33p.

AVAILABLE FROM- Phi Delta Kappa Educational Foundation, Eighth and Union, Box 789, Bloomington, IN 47402 (\$0.90; \$0.75 to Phi Delta Kappa members; quantity discounts).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Authors; Faculty Publishing; *Professional Development Publications; Resource Materials; Scholarly Journals; *Writing for Publication; Writing Improvement

IDENTIFIERS- *Journal Articles; *Scholarly Writing; Writing Context

This fastback offers a plan for a disciplined writing program both for those who have never written for professional journals and for those who have had some initial success in getting published. In addition to providing information needed for preparing manuscripts and suggestions for getting them accepted in journals, the booklet also includes information to help writers structure a writing program that will achieve their professional goals and accelerate the rate of publishing success, emphasizing the positive attitudes of confidence and determination. The first two sections of the fastback address the question of "why write" and discuss the best time to write. The third section provides a guide on how to begin writing, including choosing a topic, the right tools, opening

ED 292 124

CS 211 101

National Endowment for the Humanities: Twenty-Second Annual Report--1987.

SPONS. AGENCY- National Endowment for the Humanities (NEH), Washington, D.C.

PUB DATE- 87

NOTE- 186p.

AVAILABLE FROM- National Endowment for the Humanities (NEH), Room 406, 1100 Pennsylvania Ave., NW, Washington, DC 20506 (single copies free);

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- *Endowment Funds; *Federal Programs; *Grants; *Humanities; Philanthropic Foundations

IDENTIFIERS- *National Endowment for the Humanities

Reflecting the efforts of the National Endowment for the Humanities (NEH) to support the humanities in all their aspects, this report lists federal funds obligated for grants made in the 1987 fiscal year through the Endowment's five divisions (Education Programs, Fellowships and Seminars, General Programs, Research Programs, and State Programs) and through two offices--the Office of Challenge Grants and the Office of Preservation. The report provides brief descriptions of all NEH programs. Special Attention is given to the publication of "American Memory: A Report on the Humanities in the Nation's Public Schools." NEH has established a research center at the University of California at Los Angeles to study the way history is taught in elementary and secondary schools, and has launched the NEH/Reader's Digest Teacher-Scholar Program to provide one-year sabbaticals for elementary and secondary school teachers. In addition, the report includes lists of panelists, senior staff members, and members of the National Council on the Humanities, as well as a financial report for the year and a state-by-state index of grants. (ARH)

ED 292 125

CS 211 105

Hamilton-Wieler, Sharon

The Fallacy of Decontextualization.

PUB DATE- 88

Biggers, Thompson; And Others
Nursing, Nursing Education, and Anxiety.

PUB DATE- 87

NOTE- 24p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Affective Behavior; Affective Measures; Arousal
Patterns; Burnout; *Communication Apprehension; Communication
Research; Comparative Analysis; Confidence Testing; Emotional
Problems; *Emotional Response; *Nurses; *Nursing; *Nursing
Education; Personality Traits; Psychological Patterns; Status Need
Stress Management; *Stress Variables; Teaching Hospitals
IDENTIFIERS- Nurse Education Act 1985; Nursing Research; Nursing
Students

In response to the current crisis in the field of nursing, a study examined nursing students' perceived work-related stress and differences among associate degree, diploma, and baccalaureate nursing programs in their preparation of nursing students. The 171 subjects, representing the three different nursing programs, completed a questionnaire concerning various state and trait measures of emotions (including general anxiety, apprehension about communication, and anxiety about a future nursing career). Differences among the three groups of students were assessed from the perspective of Mehrabian's theory of emotion. Predictors of anxiety about a nursing career were investigated for the overall sample and for the three groups separately. Findings indicated that baccalaureate students were the least apprehensive about communication and felt most dominant in their setting. Associate degree students were most anxious about nursing if they did not feel dominant, while diploma students were most anxious if they did not feel dominant or were apprehensive about communication, and baccalaureate students were most anxious if they were generally unhappy. Better screening of nursing program applicants, and more preparation during training for job-related stress, are recommended. (Three tables of data are included, and 30 references are appended.) (ARH)

ED 292 139

CS 506 054

Dee, Juliet

The Communication Training Needs of Practicing Engineers.

PUB DATE- Nov 87

NOTE- 21p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Communication Research; *Communication Skills; *Engineers; *Job Skills; Listening Skills; Nonverbal Communication On the Job Training; Speech Skills; *Training Methods

A study was conducted to assess engineers' perceived levels of communication effectiveness, the degree and type of their communication training, and their perceived need for and willingness to receive additional communication training. Questionnaires were mailed to 400 members of the Institute of Electrical and Electronic Engineers. Analyses of the 209 returned instruments revealed that engineers viewed themselves as moderately effective in using most job related communication skills--with the exception of nonverbal, employment interviewing, and performance appraisal interviewing techniques. The majority of respondents had received training in most communication skills, except for listening and nonverbal communication. The two most prominent sources for this training were company-based programs and on-the-job training. Results also showed that engineers believed that a variety of communication skills, including presentational speaking, listening, persuasive speaking, group problem solving, leadership, and technical report writing were important to their job performance. Most also thought that they needed additional training in these skills and were willing to receive such training, preferably through company-based programs. (FL)

ED 292 153

CS 506 070

Burns, Gary

The Bosstown Sound.

PUB DATE- Mar 88

NOTE- 39p.; Paper presented at the Annual Meeting of the American Culture Association (10th, New Orleans, LA, March 23-26, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

Willmington, S. Clay

Oral Communication Assessment Procedures and Instrument Development
in Higher Education: II.

PUB DATE- Nov 87

NOTE- 12p.; Paper presented at the Annual Meeting of the Speech
Communication Association (73rd, Boston, MA, November 5-8, 1987).
Commissioned by the Committee on Assessment and Testing of the
Speech Communication Association. For a related document, see ED
236 721.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- Communication Research; *Comparative Analysis;
*Curriculum Development; Evaluation Criteria; *Higher Education;
School Surveys; *Speech Communication; Testing Programs

IDENTIFIERS- Speech Communication Association; *Speech Communication
Education

In order to discover and evaluate the nature of large-scale,
standardized assessment programs in colleges and universities in
1986, a survey followed up the Committee on Assessment and Testing
(CAT)-sponsored study of 1982. A questionnaire was mailed to speech
departments of more than 2,000 institutions, asking first whether
the institution has (1) a standardized method for assessing
communication skills outside of a required speech course; and (2) a
required speech communication course that uses standardized
procedures/instruments. In a second phase, 112 responses were
received as the result of a direct mailing to directors of programs
in the 1982 study and to institutions that indicated (in 1982) that
they were developing a program. The 57 institutions who had a
program were sent a questionnaire in which they were asked to
report the details of their programs; 53 responded. Thirty-nine
schools were included in both studies, and there were 14 new
schools. In both studies, efforts were made to locate uniform
testing programs. Results revealed four main purposes for uniform
assessment of students' communication skills: course exemption
(58%), placement/screening (34%), assessment within a class (19%),
and teacher certification (13%). The most typical exemption test
was a demonstration of competence in public speaking. The current
study showed 10% more of the institutions using assessment
procedures for either "exemption" or "placement/screening purposes"
than the earlier study, and 30% of the institutions testing
listening skills, as opposed to 18% in the earlier study. Findings
suggest that respondents are still searching for "the" way to
assess students' oral communication competence in valid and
reliable ways. (Eight endnotes are included.) (JK)

programs are not central features, but afterthoughts. Solid programs require enormous faculty commitment, legislative support, and true joint-sponsorship by universities and school districts. (MLH)

ED 292 180

EA 019 859

Daresh, John C.

Research Trends in Staff Development and Inservice Education.

PUB DATE- Oct 85

NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Elementary Secondary Education; *Inservice Education; *Inservice Teacher Education; *Literature Reviews; Meta Analysis; *Professional Development; *Research Methodology; Research Needs; Research Problems; *Staff Development

The status of recent research on staff development and inservice education for teachers, administrators, and other school personnel was reviewed in studies completed between 1977 and 1984. More than 400 articles from 23 professional journals and 507 doctoral dissertations were analyzed. For each study, the research design and procedures, purposes and objectives, and major findings were determined. Methodologically, the research is heavily based on descriptive surveys of the desired content and procedures for the delivery of staff development and inservice, as described by survey respondents. Most research is not theoretical and tends to make use of only one data-collection technique, the questionnaire.

Substantively, as determined through responses to the descriptive surveys, the skills sought most frequently by professional educators are knowledge-level skills. A research agenda, based on gaps found in existing studies, suggests that future research should (1) engage in the synthesis of some of what is already known about the nature of effective training design; (2) carry out continuous review and modification of a theoretical conceptualization of effective staff development and inservice education; and (3) define what is the ultimate goal of any training and learning experience. (MLF)

Employer Employee Relationship; Equal Education; Federal Aid; Legal Problems; *Legal Responsibility; Private School Aid; School District Spending; School Funds; *School Law; School Taxes; State Aid; State Legislation; Tax Allocation

The United States Supreme Court decided two cases in the area of school finance in 1986. It addressed student financial assistance under a vocational rehabilitation program for tuition at a sectarian postsecondary institution in Washington; it also decided a case challenging a state finance program. Cases were heard by other courts in an attempt to follow recent U.S. Supreme Court cases in areas of public school personnel working in parochial schools and the recovery of improperly spent federal funds. Some cases represent attempts by state legislatures to implement, and by courts to interpret, taxpayer revolt legislation and other efforts to curb the growth of government spending. Several challenges to the use of funds for programs for handicapped children were presented to the Department of Education. And there was continued litigation on the taxing and spending authority of school districts. These cases, discussed in this chapter, fall under three major topics: public funds for private schools, sources and allocations of public funds, and school tax issues. (TE)

ED 292 195

EA 019 907

Hendrickson, Robert M.

Higher Education.

PUB DATE- 87

NOTE- 44p.; In: Thomas, Stephen, B., Ed. The Yearbook of School Law, 1987. National Organization on Legal Problems of Education, 1987 (EA 019 899).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Accreditation (Institutions); Collective Bargaining; Compliance (Legal); Constitutional Law; *Court Litigation; Due Process; *Educational Legislation; Employer Employee Relationship; Faculty College Relationship; *Higher Education; Legal Problems; *Legal Responsibility; *Postsecondary Education; Student Rights; Teacher Rights; Tenure; Torts

This chapter reviews litigation in higher education for 1986. The first section discusses the relationship between postsecondary institutions and various governmental agencies, in which litigation

current educational reform movement. The first section discusses the need for textbook reform, examining the problems associated with their content, presentation, and supplementary materials. The second section discusses the difficulties attendant upon improving textbooks, since no one group has sole responsibility for improving instructional materials. Included is a discussion of how textbooks are used in the classroom, how selection is influenced by diverse curricular requirements, and how testing requirements, availability of funding, sales and promotional costs, market conditions, readability formulas, physical standards, and collective authorship complicate the process of textbook improvement. The third section discusses pitfalls of the textbook adoption process at state and local levels. Political influences in the appointment of textbook review committees are discussed, along with the problems that arise with textbook selection criteria. The final section addresses "the real cost of poor textbooks" in light of their long-range effects on teachers and students. This is followed by a list of options for administrators, policymakers, teachers, publishers, and professional organizations regarding the adoption process, assistance and resources, evaluation, and intergroup communication. (TE)

ED 292 209

EA 019 932

Developing a Mission Statement for the Middle Level School.
National Association of Secondary School Principals, Reston, VA.
Council on Middle Level Education.

REPORT NO.- ISBN-0-88210-204-4

PUB DATE- 87

NOTE- 35p.

AVAILABLE FROM- Publication Sales, NASSP, 1904 Association Drive,
Reston, VA 22091 (Stock No. 2108712, \$6.00, quantity discounts).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)

DESCRIPTORS- Educational Assessment; Educational Needs; *Educational
Objectives; *Educational Planning; *Educational Principles;
Educational Quality; Elementary Secondary Education; *Institutional
Mission; *Middle Schools; *Mission Statements; Participation;
Policy Formation; Role of Education; Teamwork

A mission statement, properly constructed, empowers everyone in a
school to assume responsibility for the school's ultimate

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Acceleration (Education); College Programs; *College
Role; *College School Cooperation; Early Admission; *Educational
Opportunities; Enrichment Activities; Foreign Countries; *Gifted;
Higher Education; Intermediate Grades; Mentors; Secondary
Education; *Special Programs; Supplementary Education; *Talent;
Weekend Programs

IDENTIFIERS- *South Africa

Drawing upon successful practices by American and Canadian universities in providing educational opportunities for gifted children, this paper evaluates the feasibility of adopting similar programs in the Republic of South Africa. A rationale is presented for the role of the university in providing educational programs for gifted and talented pupils, and the goals of the university for existing gifted children programs are outlined. An overview of current practices in the United States divides the various practices into five categories: (1) acceleration through early college entrance, (2) courses lasting from 3 weeks to 2 months for students from grade 5 upwards, (3) courses offered on Saturday mornings for students from grade 4 upwards, (4) courses in specific subjects such as mathematics and science, and (5) individualized attention to gifted students by students in education. Also discussed are the advantages of gifted education programs, the problems encountered by universities, and recommendations stemming from these problems. The paper concludes with a list of gifted education opportunities that South Africa's universities should consider offering. (Author/JDD)

ED 292 223

EC 202 005

van Stekelenburg, A. V.

Classics for the Gifted: Evaluation.

PUB DATE- Jun 84

NOTE- 10p.; Paper presented at the International Conference:

Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

present structured guidance for the development of a creative, problem-solving ability rather than details concerning the practicalities of present-day life. An explanation of the centers' theoretical framework focuses on the belief that gifted children should be involved in totality and their giftedness should not in the end depend entirely on intellectual ability but on functioning-in-totality. In this way, actualization becomes his or her own, self-made actualization. (JDD)

ED 292 238

EC 202 020

Kachelhoffer, P. M.

The Gifted: Fiction and Reality of Their Teaching in Tertiary Education.

PUB DATE- Jun 84

NOTE- 17p.; Paper presented at the International Conference: Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Ability Identification; *Cognitive Development; *Educational Change; Elementary Secondary Education; Foreign Countries; *Gifted; Independent Study; Individualized Education Programs; Postsecondary Education; *Program Development; Teaching Methods

IDENTIFIERS- *South Africa (Transvaal)

This paper reviews the current status of gifted education in South Africa and makes recommendations for improvements. Characteristics of the gifted and procedures for identifying gifted children are described, emphasizing the importance of identifying the gifted as early as possible. Provisions for differentiated gifted education, as currently implemented in the Transvaal, are outlined along with programs which could be developed. Research on cognitive development is examined, and the impact of the research on educating gifted students is explored. Recommended strategies for accommodating the gifted in tertiary education focus on individualized educational programs, independent learning, and effective teaching. (JDD)

form of either traditional field notes or computer-based feedback. Results demonstrated that the computer-based feedback significantly increased rates of effective teaching behavior compared to field note feedback. (DB)

ED 292 252

EC 202 034

Frick, Theodore W.; And Others

Special Education Teacher Computer Literacy Training. Project STEEL.
A Special Project To Develop and Implement a Computer-Based Special
Teacher Education and Evaluation Laboratory. Volume II. Final
Report.

Indiana Univ., Bloomington. Center for Innovation in Teaching the
Handicapped.

SPONS. AGENCY- Office of Special Education and Rehabilitative
Services (ED), Washington, DC.

PUB DATE- 30 Dec 86

NOTE- 246p.; For related documents, see EC 202 032-036.

GRANT- G008301778

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Computer Literacy; *Computer Uses in Education;
Curriculum Development; *Disabilities; Microcomputers; Programming;
*Special Education Teachers; *Teacher Education; Word Processing

IDENTIFIERS- *Project STEEL

The document is part of the final report on Project STEEL (Special
Teacher Education and Evaluation Laboratory) intended to extend the
utilization of technology in the training of preservice special
education teachers. This volume focuses on the second of four
project objectives, the development of a special education teacher
computer literacy training package. The training program is a
multi-media (lecture/print/transparency material) flexible
curriculum in eight modules stressing current microcomputer
technology and potential classroom applications. The major portion
of the document consists of the training curriculum with modules
on: introduction to microcomputers (history of computers and
structure and operation); software applications (examples of uses
in math, reading, spelling, and readability determination);
introduction to word processing (educational and classroom uses of
word processing); evaluation of educational software; introduction
to authoring systems; BASIC programming; resource materials; and
conclusions regarding microcomputer applications in special

Development; *Cognitive Development; *Cognitive Psychology; *Cross Cultural Studies; *Developmental Psychology; *Piagetian Theory
Are there universal characteristics of adult thought? If so, how they evolve and manifest themselves in cultures throughout the world? Piaget's formulation of formal operations is the best known and most extensively researched answer to the question regarding universal characteristics. Theoretical alternatives to formal operations differ in the specific characteristics proposed as defining adult thought, but they share an assumption about a level beyond formal operations that has come to be characterized as post-formal. Judgment and reasoning constitute a central psychological process in adult thought. The appropriate type of task with which to assess judgment is one in which there is no "correct" solution. Rather, irreconcilable alternatives should be considered and evaluated. A general methodology for investigating the nature of adult thought is proposed within the framework of systems developed by Oser and Reich (1987) and by Wood (1983). A review of a wealth of disparate published reports indicates a consistent suggestion of a distinctively adult level of thought whose manifestation may be influenced by a variety of factors, none of which is presently clearly identifiable. Whether this level is universally attained or whether it is better viewed as a style whose evolution may also be influenced by educational and cultural factors as well as "native endowment" remains to be determined. (YL

ED 291 870

CE 049 380

Juravich, Tom; Harris, Howard

A Union Member's Guide to Employee Involvement.

Pennsylvania State Univ., University Park. Dept. of Labor Studies and Industrial Relations.

PUB DATE- 87

NOTE- 56p.; Produced under contract from the MILRITE Council of the Commonwealth of Pennsylvania.

AVAILABLE FROM- The Pennsylvania State University, Department of Labor Studies and Industrial Relations, University Park, PA 16802

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- Adult Education; Adults; *Employer Employee

Relationship; *Labor Relations; Participation; *Participative

Decision Making; *Quality Circles; *Quality of Working Life; *Un

ED 291 884

CE 049 676

Muldowney, Arthur T.; And Others

Middletown Adult High School Individualized Diploma Program Manual
Policies and Procedures.

Middletown Public Schools, Conn.

SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Bu
of Adult Education.

PUB DATE- Sep 87

NOTE- 107p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)

DESCRIPTORS- *Adult Education; Credits; Daily Living Skills;
*Experiential Learning; *High School Equivalency Programs;
*Individualized Education Programs; *Prior Learning; Program
Descriptions

This manual provides the policies and procedures for an individualized diploma program that offers adults an alternative approach toward earning a high school diploma. It presents information on time and location, eligibility, diploma requirements, admission to the program (student intake), resource and a flowchart showing pathways to a diploma. Detailed descriptions are provided of each of the four categories in which student may receive credit: academic, military experience and/or training, occupational experience and/or training, and specialized skills. Options within each category, conditions, and assessment and documentation are considered. Other sections discuss staff and recordkeeping. Appendixes contain these forms: student intake records, credit documentation forms, and independent study project forms. (YLB)

ED 291 885

CE 049 690

Colert, Sherril

Needs; *Educational Practices; *Industrial Arts; *Inservice
Education; *Integrated Curriculum; Numerical Control; Program
Improvement; Robotics; Science Education; Secondary Education
Teaching Methods; *Technological Advancement

IDENTIFIERS- *Idaho

With technology constantly changing, educators are challenged to integrate technology education into the curriculum. In an effort to integrate a study of technology into the public school curriculum, educators at the University of Idaho identified the following as representative of modern technology literacy: computers and computer-aided drafting, robotics, principles of technology, and computer numerical control technology. In order for educators to remain abreast of new developments and to present them effectively to their students, they may need to attend workshops or conferences, and then, with limited resources, try to integrate knowledge into a traditional curriculum. Others may need to enroll in graduate programs and pursue advanced degrees. All must constantly read and reflect on professional and technical journals. The University of Idaho is working with teachers throughout the state to assist them with the modernizing of the curriculum and presenting workshops, seminars, and summer programs on technology in the curriculum. (KC)

ED 291 899

CE 049 707

Kohler, Judith

NEW PASS: Nontraditional Education for Women, Paths to Economic Self-Sufficiency. A Career Awareness Program for Economically Disadvantaged Girls and Young Women.

Women Employed Inst., Chicago, Ill.

SPONS. AGENCY- Illinois State Board of Education, Springfield, of Adult, Vocational and Technical Education.; Women's Bureau (DOL), Washington, D.C.

PUB DATE- 87

NOTE- 75p.; Additional funding provided by the Women's Bureau, Department of Labor.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adolescents; *Career Awareness; *Career Education; *Career Exploration; Curriculum; Early Parenthood; *Economic Disadvantaged; Females; *Nontraditional Occupations; Program

SPONS. AGENCY- Consortium for the Development of Professional Materials for Vocational Education.

REPORT NO.- ISBN-0-89606-251-1

PUB DATE- 88

NOTE- 104p.; For related documents, see ED 262 292 and ED 289 964-969. Samples 15 and 16 contain small print.

AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Administrative Principles; Administrator Characteristics; Administrator Responsibility; *Competency Based Education; Educational Planning; Instructional Materials; Learning Modules; National Surveys; Postsecondary Education; *Professional Development; Program Administration; *Program Development; *Resources; *Statewide Planning; *Vocational Directors; *Vocational Education

This guide is intended to assist in the development of competency-based programs for the professional development of vocational education supervisors working at the state level. The first part, which is based on a nationwide study of the competencies needed by state supervisors of vocational education, deals with the key characteristics of state-level supervisor training. It includes a description of training strategies in vocational education, essential elements of successful training programs, and principles of the professional development of state supervisors. Part Two lists recommended print and mediated resources for use in professional development programs for state-level vocational education supervisors. Both general and task-specific resources are listed. Details of the procedures involved in the Developing a Curriculum (DACUM) analysis and general conclusions drawn from the verification study of the administrator competencies identified in the national study are outlined in Part Three. Appendixes to the guide list the mean scores for each task included on the survey instrument and a summary of the general information portion of the survey. Also provided throughout the guide are 16 exhibits, or "samples," including a state-level vocational education program supervisor competency profile, individual and agency professional development worksheets, a job description for the position of state-level vocational education supervisor, an instructional systems model, a master plan for professional development, a professional development delivery options wheel, a comparison of benefits of different training alternatives, and titles of the National Center for Research in Vocational Education's performance and competency-based administrator education materials. (MN)

served in any of the special population categories (Author/KC)

ED 291 927

CE 049 778

Articulating Career Education Programs from High School through Community College to the Baccalaureate Degree. A Report to the Governor, Legislature, and Educational Community in Response to Assembly Bill 3639 (Chapter 1138, Statutes of 1986). Report 8 California State Postsecondary Education Commission, Sacramento

PUB DATE- Dec 87

NOTE- 47p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Articulation (Education); *Career Education; *Co-School Cooperation; Community Colleges; Higher Education; High Schools; Institutional Cooperation; Postsecondary Education; Programs; State Surveys; *Transfer Policy; Transfer Programs; Year Colleges

IDENTIFIERS- *California

This report highlights findings of a study of the feasibility articulating high school-community college career education programs and extending such programs to the baccalaureate degree. Part 1 offers background on articulating career education programs. Part 2 deals with articulated career education programs offered high schools and community colleges. Part 3 describes articulation between community colleges and four-year institutions. Part 4 summarizes the feasibility of "2 + 2 + 2" programs--that is, from high school through the community college to the baccalaureate degree. Evidence from California and 11 other states is considered. Finally, Part 5 sets forth conclusions about articulated career education programs and seven recommendations: provision of state funds for pilot articulated career education project development; inclusion of an evaluation component in the pilot project; definition of acceptable articulation practices and development standards for vocational courses for college credit; development procedures for assessment of high school students enrolling for community colleges courses; analysis of the role of adult education in the articulation process; assignment of California Articulation Numbers to career education courses; and establishment of a computerized clearinghouse for information about articulated career education programs. (YLB)

Technology Research and Development. Grade 12. Course #8195
(Semester/Year). Technology Education Course Guide. Industrial
Arts/Technology Education.
North Carolina State Dept. of Public Instruction. Raleigh. Div.
Vocational Education.

PUB DATE- 88

NOTE- 57p.; For related documents, see CE 049 780-794.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Grade 12; High Schools;
*Industrial Arts; Industrial Education; *Industry; Learning
Activities; Learning Modules; Lesson Plans; *Research and
Development; *Research Methodology; *Research Utilization; St
Curriculum Guides; *Technology; Theory Practice Relationship
IDENTIFIERS- North Carolina

This guide is intended for use in teaching a capstone course
technology education at the 12th-grade level. The course is
designed to lead students through a formal hands-on study of the
research process as it is applied to development operations in a
industrial setting. The first two sections discuss the guide's
development within the framework of North Carolina's efforts to
improve technological literacy and the guide's place as part of
instructional system. The purpose and rationale of the course,
basic structure, and main objectives are explained. Recommended
print and film resource materials are listed. The remainder of
guide consists of learning modules on the following topics:
exploring the nature of research and development, planning and
designing a research project, conducting and interpreting
industrial research, translating and communicating research
findings, and conducting an individual in-depth research and
development project. Each module includes information about the
length of time needed to complete the module, an introduction to
the instructional content to be covered in class, performance
objectives, a day-by-day outline of student learning activities
and lists of suggested textbooks and references. Related charts
sample materials are appended to some of the modules. (MN)

Organizations; National Organizations; Postsecondary Education
Professional Associations; Public Agencies; Publishing Industry
Regional Cooperation; Regional Planning; *Resource Materials;
Secondary Education; Shared Resources and Services; State
Departments of Education; *Statewide Planning; *Technical
Education; *Vocational Education

This guide, which lists some of the main sources of existing instructional materials and resources, is intended for use by individuals seeking appropriate materials for inclusion in vocational and technical education and training programs. The following are covered in the individual sections of the guide: international organizations, national organizations, regional curriculum coordination centers, curriculum consortia, U.S. military organizations, U.S. government agencies, universities, state resources, state departments of education, professional associations, commercial publishers of books and audiovisual materials and equipment, manufacturers, guides to free materials and guides to audiovisual materials. Where appropriate, the items listed are accompanied by annotations and/or names and addresses of contact persons. (MN)

ED 291 955

CE 049 844

Balint, Marilyn

Development of a Self-Paced Video Program To Teach Intravenous Therapy Techniques to Second Year Registered Nursing Students
Societal Factors Affecting Educations.

PUB DATE- Feb 88

NOTE- 49p.; Practicum paper, Nova University. For a related document see ED 281 044.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Audiovisual Aids; Course Content; *Film Production
Higher Education; Learning Modules; Material Development; *Methods
Services; Nurses; *Nursing Education; Pacing; *Programmed
Instructional Materials; *Videotape Recordings

IDENTIFIERS- *Intravenous Therapy; *Long Beach City College CA

A self-paced video program was developed for the registered nursing faculty at Long Beach City College (California) to teach intravenous therapy techniques to second-year nursing students. The content of the Intravenous Therapy Video was determined based on a review of the literature and input from the advisory panel (four

have been introduced in the 100th Congress to reauthorize section 127. Without the exclusion, individuals may have to pay taxes on such assistance unless the education meets more stringent tests, an employee business expense deduction. The debate over whether provision should be reauthorized involves issues of administrative burden, taxpayer equity, investment in human capital, and federal revenue loss. (Author/YLB)

ED 291 968

CE 049 864

Boucouvalas, Marcie

Adult Education in Greece. Monographs on Comparative and Area Studies in Adult Education.

British Columbia Univ., Vancouver. Centre for Continuing Education

REPORT NO.- ISBN-0-88843-137-6

PUB DATE- 88

NOTE- 158p.

AVAILABLE FROM- Centre for Continuing Education, University of British Columbia, Vancouver, British Columbia, Canada V6T 2A4 (\$15.00).

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Reports - Research/Technical (143)

DESCRIPTORS- *Adult Education; Adult Educators; Adult Programs; Students; Area Studies; Comparative Education; *Cultural Content; Delivery Systems; *Educational Change; *Educational History; Educational Objectives; Educational Research; Family Life Education; Females; Foreign Countries; Futures (of Society); International Studies; *Lifelong Learning; Nonformal Education; Postsecondary Education; Professional Continuing Education; Study Characteristics; Womens Studies

IDENTIFIERS- *Greece

This monograph is intended to foster an understanding of the history, context, and current status of adult education in Greece. The first part, which is devoted to the history of lifelong learning and adult education in Greece, consists of two chapters. The first chapter examines ancient and medieval Greece, and the second one covers the history of adult education from 1821 until the present. The second part of the book covers adult education in Greece today. The following topics are covered in the six chapters included in Part 2: the present economic, social, and political framework of adult education in Greece (the economic, social, and

means of children from intact families or stepfamilies. Further analyses revealed that children from intact families were significantly more likely to describe themselves as happy, kind, and nice than were children from stepfamilies or from single-parent families. Children from stepfamilies were significantly more likely to describe themselves as brave, fairminded, honest, and wise than were children from either intact or single-parent families. (NB)

ED 291 981

CG 020 588

Lisman, Stephen A.; And Others

External versus Internal Control of Beverage Consumption in Male Risk for Alcoholism.

PUB DATE- Nov 87

NOTE- 11p.; Paper presented at the Annual Convention of the Association for Advancement of Behavior Therapy (21st, Boston, November 12-15, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Alcoholism; Behavior Patterns; College Students; *Drinking; *Family History; Higher Education; *High Risk Persons; Individual Differences; Males; Psychological Patterns; *Response

Alcohol researchers have sought to characterize the relationship between cue responsivity and alcohol consumption by alcoholics. This study used the beverage tasting paradigm to test for differences in cue responsivity in adolescent sons of alcoholics. It was hypothesized that, compared to sons of nonalcoholics, sons of alcoholics would be more insensitive to internal cues to drinking nonalcoholic beverages and more sensitive to external cues to drinking. Subjects were 36 nonalcoholic male college students matched for current drinking practices, who were randomly assigned to either a preload or a no preload condition. Seventeen subjects were identified through family histories as high-risk because of paternal alcoholism. Presence or absence of internal cues related to drinking was manipulated by withholding or administering, respectively, preloads of 16 to 20 ounces of water. All subjects were then given orange juice and grapefruit juice to drink. The results revealed a significant interaction between risk group and preload condition, confirming the internality hypothesis. Sons of alcoholics drank significantly more juice following a water preload than did sons of nonalcoholics. The externality hypothesis was not

ED 291 995

CG 020 602

The Catastrophic State of Catastrophic Health Care Coverage. Hearing before the Special Committee on Aging. United States Senate, One Hundredth Congress, First Session (Birmingham, Alabama). Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

REPORT NO.- Senate-Hrg-100-136

PUB DATE- 16 Apr 87

NOTE- 211p.; Serial No. 100-4.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Caregivers; Chronic Illness; *Health Insurance; *Health Needs; Hearings; Older Adults; Public Policy

IDENTIFIERS- Alabama (Birmingham); *Catastrophic Health Care; Congress 100th

This document presents witnesses' testimonies and prepared statements from the Senate hearing held in Birmingham, Alabama to alert the public to the problems associated with catastrophic illness; learn what community services exist for older adults; and clarify what requirements for services, research, and education must be met to formulate an effective catastrophic health proposal. It includes statements by Senators Richard Shelby, Howell Heflin and John Melcher. Witnesses providing testimony include: (1) William Bridgers, School of Public Health, University of Alabama Birmingham; (2) Jim and Geraldine Turner, who present the caregiver perspective; (3) Kathy Fuller, who testifies on her family's experiences as victims and caregivers; (4) George Layton, Alabama State Legislative Committee, American Association of Retired Persons; (5) Raymond Walter, National Association of Retired Federal Employees; (6) Amelia Heath, FOCUS on Senior Citizens of Tuscaloosa County, Alabama; (7) Barbara Bonfield, Jefferson County Office of Senior Citizens Activities; (8) Allan Goldstein, Birmingham physician; (9) Beverly Friedlander, Saint Vincent's Hospital, Birmingham; (10) Karen Hermanson, Visiting Nurse Association; and (11) Joseph Bolen, Blue Cross and Blue Shield of Alabama. Materials related to the hearing are appended. (NB)

Karabenick, Stuart A.

Cognitive Learning Strategies: Their Relation to Perceived Need and Help-Seeking Behavior.

SPONS. AGENCY- Office of Educational Research and Improvement (ED)
Washington, DC.

PUB DATE- Aug 87

NOTE- 17p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).

GRANT- G008690010

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cognitive Style; *College Students; Helping Relationship; Higher Education; *Learning Strategies; *Metacognition

IDENTIFIERS- *Help Seeking

The American culture's emphasis on individualism may fail to recognize that help-seeking can be an important proactive skill in the achievement domains of school and work. While research has shown that the majority of students obtain some help from peers or instructors, the study of help-seeking as a learning strategy has been virtually neglected. This study examined how help-seeking relates to cognitive learning strategies such as elaboration, metacognition, and resource management. Data were obtained from students in biology, English literature, and social science courses at four different types of higher educational institutions. Strategy use and help-seeking information were obtained using the Motivated Strategies for Learning Questionnaire. The use of 10 cognitive strategies was assessed: rehearsal; elaboration; memory techniques; organization; metacognitive techniques of planning, monitoring, and regulating; and resource management of one's time, study environment, and self. The results indicated that students who used various cognitive strategies were also more likely to seek help when needed. This supports the view that seeking help is an alternative means of goal accomplishment to be used when the need arises. Students who were less likely to use various strategies were also less likely to seek the help they needed. (NB)

DESCRIPTORS- Cooperation; Higher Education; *Interdisciplinary Approach; Models; National Programs; *Research and Development; *Social Work; Social Workers; *Theory Practice Relationship

Social work, ideologically speaking, is a profession grounded in principles of integration and interaction. The principles are embedded in curriculum policies for accreditation. They span interdisciplinary information, person and environment, research and practice, practice and policy, and theory and practice. The values knowledge, and skills integration that is proposed may not be successfully implemented for three reasons. Two reasons are specific to social work: the impossibility of carrying out all of the activities expected of social work educators and the fact the social work professionals are conflicted concerning their commitment to integration at all levels and fields of practice. Integration is not really respected or rewarded in either practice or academic arenas. Research reveals that integration is unlikely for any profession in the absence of an integrative structure. The establishment of a national social work linkage service is proposed. The service could focus on the integration of research, policy, and practice while including several areas of integrative concern. Such a service could provide the missing link that has kept social work from realizing its integrative purpose and identity, establishing social work as a visibly authentic profession. (Author/NB)

ED 292 025

CG 020 632

Summary of Selected Studies of Mental Health Issues; Related Materials. Mental Health Issues Memo No. 2.

Wisconsin State Legislative Council, Madison.

PUB DATE- 10 Sep 86

NOTE- 17p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Reference Materials - Bibliographies (131)

DESCRIPTORS- Deinstitutionalization (of Disabled); Institutionalization; Persons; *Mental Disorders; *Mental Health; *Research and Development; State Programs

IDENTIFIERS- Wisconsin

This report was written for the Wisconsin State Legislative Council's Special Committee on Mental Health Issues. It summarizes selected studies of mental health issues, focusing on the most

separation seemed somewhat dependent on the parent's perception of direct involvement with the child, companionship, and parent-child communication. The level of psychosomatic symptomatology was correlated negatively with child compliance and positively with the use of coercive control attempts. No significant differences were found between treatment and control subjects on the measures of well-being. The findings provide some direction for future intervention with divorcing parents. (NB)

ED 292 039

CG 020 646

Kreibill, Joan; Taylor, Julie

A Teaching Guide to Preventing Adolescent Sexual Abuse.

REPORT NO.- ISBN-0-941816-50-8

PUB DATE- 88

NOTE- 195p.

AVAILABLE FROM- Network Publications, 1700 Mission St., Suite 203,

P.O. Box 1830, Santa Cruz, CA 95061-1830.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Adolescents; *Child Abuse; *Prevention; Program

Development; Program Implementation; *Secondary Education;

Secondary School Students; *Sexual Abuse; Teaching Guides

This teaching guide was created for school districts and other agencies to use in developing and teaching sexual abuse prevention education programs at the secondary school level. The first section presents an eight-step approach to the development of a program at the secondary school level. The second section discusses special issues in teaching prevention education, offers suggestions for creating a classroom atmosphere conducive to discussions about a topic as sensitive as sexual abuse, and provides information to help the teacher become comfortable with the subject of sexual abuse and answer difficult questions students might ask. The third section contains 23 activities for teaching adolescents the knowledge and skills to prevent victimization. The activities are divided into seven areas: (1) facts about sexual abuse; (2) feelings; (3) personal safety skills; (4) assertiveness skills; (5) skills to prevent date rape; (6) getting help; and (7) media influences. Appendix A contains background information on sexual abuse and prevention education with a special focus on adolescents. Other appendices provide samples of reporting policies, indicators

Recent attention to literacy, rather than focusing on literacy for social mobility as in the 1960s, promotes literacy for basic, entry-level employment, a position that supports the existing power structure rather than redistributing power in our society. Therefore true universal literacy--which involves the potential redistribution of power--is being threatened in a number of ways: (1) nonliterate adults are being stereotyped as unable to grow and learn and barely able to cope with life; (2) nonliterate adults are being denied any active role in creating programs to meet their needs; (3) "literacy" resources are being used with adults whose skills already may be fairly sophisticated; and (4) workplace literacy programs sometimes simply train adults for specific tasks rather than help them learn to read, write, solve problems, and continue learning. The challenge for those who can influence the distribution of resources is to find some way to make a serious commitment to addressing literacy development as a complex issue, to stop putting social issues in competition with each other, and to work to promote a broad notion of literacy that embraces the growth of the human spirit, recognizing that full participation in the economy will accompany such personal growth. (NH)

ED 292 054

CS 009 057

Ryan, Joseph M.; Rowl, Michael D.

An Evaluation of Students' Reading Achievement in the South Carolina Basic Skills Assessment Program 1981-1985. Final Report. South Carolina Univ., Columbia. Coll. of Education.

PUB DATE- Jan 88

NOTE- 248p.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Basic Skills; Elementary Education; Inferences; Mathematics Achievement; *Program Evaluation; *Reading Achievement; Reading Comprehension; Reading Difficulties; Reading Improvement; Reading Instruction; Reading Research; Reading Tests

IDENTIFIERS- *South Carolina Basic Skills Assessment Program

In order to provide a comprehensive view of the cumulative effect of the South Carolina Basic Skills Assessment Program (BSAP) on students' learning, a study examined reading and mathematics achievement by all students in the program over a 5-year period (1981-1985), as measured by the testing portion of the BSAP. Subjects were students in grades 1, 2, 3, 6, and 8. The study was

Washington, DC.
PUB DATE- Apr 87

NOTE- 69p.; Some pages may not reproduce well due to marginal legibility.

GRANT- G008690003

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Elementary Education; Grade 3; Grade 4; Instructional Material Evaluation; Longitudinal Studies; *Measurement Techniques

*Questioning Techniques; Reading Research; *Reading Tests; *Test Construction

IDENTIFIERS- Evaluation Research; *Test Content

A study focused on the first phase of a longitudinal program of research designed to investigate the feasibility of constructing reading tests closely articulated with specific reading curricula and consistent with the current scientific understanding of reading processes. Participants, 298 beginning third-grade students, took two types of tests developed to investigate the importance of four factors that could influence student test performance: (1) the match between test words and words in the students' instructional program; (2) the emphasis of the students' instructional program; (3) the frequency of occurrence of each word; and (4) the decodability of each word. The tests were developed, first to investigate the importance of these factors in determining the validity of measures of decoding speed and accuracy, and next to investigate the importance of these factors on measures of speed and accuracy of recognizing word meaning. Words for both tests were presented to students using a specially prepared personal computer program. The results indicated a strong relationship between word frequency and the difficulty of the word, both for the decoding speed and accuracy test and the test of word recognition. (Eight tables of data are included; 27 references are attached; and six appendixes present data of Decoding Speed and Accuracy and Word Recognition Tests, the test administration computer program, and instructions to test administrators and students. (NH)

ED 292 068

CS 009 071

Joyner, Rosanne; Ray, G. Erin
Reading Behavior in Infancy: Developmental and Attitudinal Implications.

aspects of and specific programs in high school journalism, affirming the importance of journalism in secondary education. Summaries of adviser hearings conducted by the Commission on the Role of Journalism in Secondary Education are furnished in the report, and several examples of successful high school newspaper and yearbook programs are examined. The report also discusses responses to an American Society of Newspaper Editors (ASNE) questionnaire, which revealed that high school journalism influences professionals. The report then presents results of a study which compared college grades, American College Testing (ACT) scores, and high school grades between students with and students without high school newspaper or yearbook experience--students with journalism experience achieve higher scores and grades than their counterparts. The relationship of journalism school and teacher education is reviewed in the report, and proposed standards for state-approved teacher education are presented. The report closes with sections on survey conclusions and recommendations for the strengthening of high school journalism education as well as a discussion of model guidelines for publication advisers. A list of additional resources and related readings is also provided. (MM)

ED 292 082

CS 211 021

High School Journalism Confronts Critical Deadline. A Report by the Journalism Education Association Commission on the Role of Journalism in Secondary Education.

Journalism Education Association.

PUB DATE- 87

NOTE- 28p.; For a related document, see CS 211 001.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Journalism; *Journalism Education; School Newspapers; Secondary Education; Student Attitudes; *Student Publications; *Writing (Composition); Writing Skills; Yearbooks

IDENTIFIERS- Journalism Research

In cooperation with the American College Testing (ACT) Program, the Journalism in Education Association conducted a 2-year study to explore the status of high school journalism and, in particular, to determine factual data concerning the values of journalism in secondary education by comparing students with high school journalism/publication experience with those having no such

PUB DATE- Oct 87

NOTE- 10p.; Paper presented at the Annual Meeting of the Wyoming Association of Teachers of English (Rock Springs, WY, October 3-1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cooperative Education; Expository Writing; *Functional Literacy; Job Skills; Occupational Information; Reading Skills; Reading Strategies; *Reading Writing Relationship; *Vocational Education; Writing Skills

IDENTIFIERS- Occupational Orientation; Writing Contexts

The performance-related writing and reading competencies required in most occupations are seldom emphasized in elementary and secondary school education. Performance-related writing may be simplistic, but its composition is more complex--in occupational writing, context, audience assessment, attention to detail, conciseness, clarity, message organization, and organization of relevant illustrations are more important than style and mechanics. Occupational reading seems simple, but it depends heavily on the use of prior knowledge and insightful interpretation. Given awareness of occupational competencies and the need for their instruction, teachers of most subjects can show students how to write and read task-oriented messages and how to find and use information. While work-related writing instruction could require varied information formats, occupationally-relevant reading instruction should address identification and use of appropriate resources and references. Cooperative efforts should establish logical connections between reading, writing, and vocational applications. For example, Applied Communication, a problem-based learning curriculum which focuses on the needs of high school vocational students, is being developed through the cooperative efforts of vocational and English communication experts. (Two sets of examples, one containing samples of typical occupational writing, and the other, samples of typical occupational reading, are included.) (JK)

ED 292 097

CS 211 073

Simpson, Michele L.; And Others

PORPE: A Comprehensive Study Strategy Utilizing Self-Assigned

sentence and paragraph, and manuscript length. The fourth section on matters of style focuses on the elements of clarity and conciseness. The fifth part supplies information concerning the placement of a manuscript with the right journal, and discusses query letters, refereed and nonrefereed journals, writing for a research journal, and the author-editor relationship. The final section deals with collaborating with a co-author. (A list of resources for the prospective writer is appended.) (MM)

ED 292 111

CS 211 088

Akins, Janice R.

The Importance of Teaching the Writing Process to the Learning Disabled Child or "What's an Elementary Classroom Teacher to Do?"

PUB DATE- Jan 88

NOTE- 49p.; Elementary Methods Research Report for Illinois Teacher Certification, Sangamon State University.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Elementary Education; Grade 6; *Learning Disabilities Reading Writing Relationship; *Teacher Role; Teaching Methods; *Writing Difficulties; Writing Evaluation; *Writing Instruction; *Writing Processes; Written Language

IDENTIFIERS- Writing Attitudes; Writing Strategies

Personal observations as a writing instructor, combined with the findings of many experts, point to the fact that all children need to learn and internalize a "writing process" in order to master composition on an adequate level. Learning disabled children, who may possess several processing difficulties, have severe deficits to overcome with the written language and are dependent upon a resourceful instructor. Beyond the selection of topics and provision of a nurturing environment in which to write, teachers can supply students with a definite purpose to enlarge upon and an audience to write towards. Students need to establish the habit of writing in order to become comfortable with the process. Because writing is a cognitive skill, any problems should be addressed developmentally. Until disabled students have successful experiences with the written language, the process of being able to communicate on paper will never take hold. Elementary classroom teachers must become aware of the crucial role they hold in

NOTE- 18p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Critical Reading; Discourse Analysis; *Literary Criticism; *Reader Text Relationship; Reading Instruction; Written Language

IDENTIFIERS- *Context Dependence; Context Effect; Contextualism; Contextualization; *Decontextualization; Meaning Conditions; Reader Author Relationship; Text Factors

Decontextualization, referring to the abstraction of a written text from all of its contexts, is a flawed concept. Rather than viewing writing as an isolated abstraction, a text's involvement with the human world should be acknowledged. Two major questions arise when dealing with the concept of decontextualization: (1) Can written discourse be rendered meaningful context-free? and (2) Is the locus of meaning solely within the text? Several types of context are involved in written discourse--linguistic, situational, cultural, and textual. To consider language as decontextualized means to consider it removed from the totality of its contexts, a theoretically impossible isolation. In addition, the five components of written discourse--writer, content, reader, meaning, and intertextuality--are not static in their relationship but are in continuous intermingling motion. The assumption that any one component can be isolated, even for analytical inspection, without regard for the other four leads inevitably to further related arbitrary separations in language study. Socio-political implications of decontextualization are also evident. Those who invest the written word with the power of revealing meaning to the exclusion of situational, personal renderings of meaning are upholding the authority of the printed documents of society over those who might otherwise question the traditional culture. (Eleven references are appended.) (MH)

ED 292 126

CS 211 106

Pettit, Katherine Denshaw

Guide to the Logan Pearsall Smith Collection.

Trinity Univ., San Antonio, Tex.

PUB DATE- Sep 87

NOTE- 39p.

LANGUAGE- English

**Myths and Mirrors: A Qualitative Analysis of Images of Violence
against Women in Mainstream Advertising.**

PUB DATE- 85

NOTE- 32p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Advertising; Females; *Mass Media Effects; Media
Research; Persuasive Discourse; Qualitative Research; *Sex Bias;
Sex Role; Sex Stereotypes; Sexual Abuse; Violence

IDENTIFIERS- *Advertisements; Audience Response; Media Analysis;
Media Imagery

In light of increasing concern over media portrayals of women as willing victims of violence, a study examined images of violence against women in advertising, with the goal of determining to what extent advertisers were aware of the implied violence against women in the ads they sponsor, and, if advertisers were aware of the underlying implications, what their motives were in running the ads. In-depth telephone interviews were conducted with spokespersons for 13 companies responsible for an advertisement portraying violence against women during the past decade. Respondents were asked questions concerning target audience, type of response expected, presence of implied violence against women in their advertisements, impact of the advertisement on sales, and use of market research. The discussion focuses on 12 print ads and one television commercial appearing between 1975-1985. Results showed that over twice as many of the ads targeted women as men. As to impact on sales and use of market research, all representatives said that the effect of one ad could not be measured, and vehemently denied that the choice of advertisement depicting violence toward women was supported by market research. In addition, eight of the representatives were aware of the suggested violence against women in their advertisements, but justified it as being humorous or artistic. Most of the ads had resulted in public outcries. The fact that many women tolerate being abused in the media could indicate that women have been socialized to view themselves as victims. (Thirty-nine footnotes are appended.) (ARH)

ED 292 140

CS 506 055

Scatena, Paul

The Humanities and the Primrose P.C.

PUB DATE- Oct 87

DESCRIPTORS- *Bands (Music); Content Analysis; Discographies; *Music
Musicians; *Popular Culture
IDENTIFIERS- Media History; Music Ensembles; *Rock and Roll; *Rock
Music

Based on the argument that (contrary to critical opinion) the musicians in the various bands associated with Bosstown Sound were indeed talented, cohesive individuals and that the bands' lack of renown was partially a result of ill-treatment by record companies and the press, this paper traces the development of the Bosstown Sound from its beginnings in the nightclubs of Boston in 1967 to its end in 1969. In addition, the paper provides complete discographies, including critical commentary, of records produced by bands associated with the Bosstown Sound. The bands of the Bosstown Sound include: The Apple Pie Motherhood Band, The Bagatelle, The Beacon Street Union, Bo Grampus, Eagle, Earth Opera, Eden's Children, Sure Looks Real, The Ill Wind, Jolliver Arkansaw, Orpheus, Pluph, Puff, and Ultimate Spinach. (Thirty-three references are attached.) (ARH)

ED 292 154

CS 506 072

McNamee, Sheila; Fruggeri, Laura

The Complexity Of Interactive Change: A Study of Organizational
Burnout.

PUB DATE- 87

NOTE- 38p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Burnout; Comparative Analysis; Emotional Response;
*Epistemology; Foreign Countries; Group Behavior; *Group Dynamics
Institutional Research; Interpersonal Communication; Organization
Climate; *Organizational Communication; Psychological Patterns;
*Research Methodology; *Social Services; Stress Variables

IDENTIFIERS- *Communication Patterns; Italy; Maslach Burnout
Inventory; Organizational Culture; Social Services Teams

A study examined the phenomenon of burnout in social service agencies, approaching burnout as a symptom of organizational communication patterns rather than a characteristic inherent in or developed within a particular individual. Sixteen working teams (defined as three or more people in a person-oriented service, who are perceived as a team by their common function within the organization or by their institutional role) participated in the

EA

ED 292 167

EA 019 477

Iannaccone, Laurence

Political Legitimacy and the Administration of Education. ESA841

Theory and Practice in Educational Administration.

Deakin Univ., Victoria (Australia).

REPORT NO.- ISBN-0-7300-0013-3

PUB DATE- 84

NOTE- 105p.; Part of the "Theory and Practice in Educational Administration" course offered by the School of Education in Deakin University's Open Campus Program.

AVAILABLE FROM- Deakin University Press, Deakin University, Greelong Victoria 3217, Australia (\$12.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)

DESCRIPTORS- Administrator Role; *Educational Administration; Educational Objectives; *Educational Philosophy; Educational Sociology; Elementary Secondary Education; Foreign Countries; Foundations of Education; *Governance; Ideology; Political Issues; Political Socialization; *Politics of Education

This book is an attempt to bring a particular intellectual perspective to bear on the practical problems of administering education--a perspective that eschews the purely technical, functionalist approach in favor of a critical and reflective consideration of educational practice in its political, social, and philosophical context. The first part of the book provides an overview of the issue of political legitimacy and the administration of education. Topics covered include the relationship between education and the state; the effect on the state of expanded conflicts in education; the relationship between privatized and public politics; critical election periods--a third level of politics; the effects of U.S. reform politics on education; the role of educational measurement; and the recent politicization of education. Following this discussion are four

Greer, James L.; And Others

Who Gets Extra Staff? A Review of Government Funded Programs.

Chicago Panel on Public School Policy and Finance, IL.

PUB DATE- May 86

NOTE- 84p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Categorical Aid; *Educationally Disadvantaged;
Elementary Secondary Education; *Equalization Aid; Government
School Relationship; Needs Assessment; Program Administration;
*Program Effectiveness; Program Validation; Public Schools;
Resource Allocation; Special Programs; *Staff Utilization; *State
Federal Aid; Statistical Distributions

IDENTIFIERS- *Chicago Public Schools IL

To review the effectiveness of federal and state government funded programs in the Chicago public school system, this study analyzed data collected during the 1983-84 and 1984-85 school years to determine whether the positions funded from these programs were located to meet the specific needs of students. Researchers collected data identifying the location of positions (by program). Information was additionally gathered from board of education documents and from individual school and district level sources on poverty, reading scores, students with limited English proficiency, and racial composition. An analysis yields the following findings: (1) the programs are located throughout the school system as expected; (2) enrichment positions are distributed according to low income, but not race; (3) bilingual positions are concentrated in schools with substantial numbers of students with limited English proficiency, not necessarily among Hispanic students; (4) early childhood positions are not as concentrated in poverty areas as expected; (5) locations of vocational education and special education positions are not related to either race or poverty; and (6) staffing has comparable levels of contact personnel in classrooms, but fewer teachers and more teaching aides are utilized. An appendix provides 26 pages of data interpretation. (CJH)

covers questions on the authority of boards, access to information through sunshine laws, questions of tax exempt status, and issues of accreditation. The second major section is devoted to litigation relating to employees of postsecondary institutions. These include questions of discrimination in employment, rights of nontenured faculty, personnel actions against tenured faculty, litigation involving administrators and staff, and collective bargaining decisions. The next section discusses litigation construing the rights and responsibilities of postsecondary students, in cases relating to admissions, nonresident tuition, financial aid, First Amendment rights, dismissal, and other constitutional issues. Liability of postsecondary institutions is covered next, in cases arising from personal injury, workers' compensation claims, contract liability, deceptive practices, educational malpractice, and negligence. The last section discusses an antitrust suit brought against a university. (TE)

ED 292 196

EA 019 908

Dimensions of the World of 2000: How the Secondary Schools Will The
Shady Side Academy Centennial Symposium (Pittsburgh, Pennsylvania,
October 28, 1983).

Shady Side Academy, Pittsburgh, PA.

SPONS. AGENCY- Claude Worthington Benedum Foundation, Pittsburgh, Pa.

PUB DATE- Oct 83

NOTE- 72p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Economic Change; Educational Demand; Educational

Improvement; Educational Objectives; Educational Supply;

*Educational Trends; *Futures (of Society); Human Capital; Human

Services; Private Education; Public Policy; Role of Education;

Science Education; Secondary Education; Technological Advancement;

Trend Analysis

The speakers at this centennial symposium addressed a wide range of issues pertaining to how the world of the year 2000 is likely to look, given current socioeconomic and technological trends, and how the secondary schools will respond to these changes. A brief welcome and introduction by the moderator, Christopher Berrisford (headmaster of The Harvard School of Los Angeles, California) is followed by the first set of conference papers, grouped under the heading, "Dimensions of the World of 2000." These include the

direction. This document is accordingly designed to help middle level schools begin to develop such a mission statement. Parts 1 and 2 define a mission statement and discuss the confusion that is likely to occur in its absence. Part 3 identifies common elements of a mission statement: a statement of purpose, an indication of uniqueness, an explicit statement of commitment, and a clear value position. Part 4 lists general principles to guide the development of a mission statement, followed by a 10-step process for developing it: (1) solicit commitment, (2) assemble a working group, (3) gather data, (4) analyze preliminary data, (5) create an instrument to seek consensus, (6) draft the mission statement, (7) solicit agreement, (8) prepare a final draft, (9) disseminate the final draft, and (10) assess its effects and review the statement. Parts 5, 6, and 7 discuss uses of a mission statement: to review programs, policies, and practices; to make daily decisions; to set goals and priorities; to reward and reinforce people in the school; and to provide a set of criteria by which to judge a school's effectiveness. A brief sample mission statement is included. (TE)

ED 292 210

EA 019 937

Wilson, Bruce L.; McGrail, Janet

Measuring School Climate: Questions and Considerations.

Research for Better Schools, Inc., Philadelphia, Pa.

PUB DATE- Apr 87

NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Attitude Measures; Data Analysis; *Data Collection;

*Educational Environment; Elementary Secondary Education;

Evaluation Methods; Information Utilization; *Measurement

Techniques; *Organizational Climate; Rating Scales; Research

Methodology; Research Utilization; Surveys

School climate is an elusive but powerful concept that has captured the attention of both researchers and practitioners, but choosing an instrument to assess climate can be very complicated. This monograph accordingly discusses four basic issues that should be considered prior to selecting an instrument to measure school climate: purpose, choice of variables, seeking opinions about

DESCRIPTORS- *Classical Languages; Classical Literature; College Curriculum; *Communication Skills; *Cultural Awareness; Elementary Secondary Education; FLES; *Gifted; Higher Education; *Reading Improvement; *Second Language Instruction

Classical studies have value for all students and particular benefits for gifted students at all educational levels. A gradual retrenchment of formal, philological classical studies in elementary and secondary schools and universities has taken place in the last four decades. Once traditional Latin and Greek were dropped, however, many colleges recognized disadvantages faced by students lacking such training, especially those studying the arts; these colleges reinstituted classical civilization courses to provide the necessary background. The study of Latin and Greek, as with any other language, can enhance personality development through a broader awareness of another culture. Translation is a creative activity that heightens one's sensitivity to language structure and thereby improves one's communicative abilities. Also significant is the employment of classical studies at a lower, nonliterary level. Through the Foreign Language in Elementary School program, introduced in 1966, basic Latin instruction was begun in elementary schools. Test results showed that English reading scores of students who took any foreign language were significantly higher than those who took none. Additionally, English reading scores of students with one year of Latin instruction were higher than those who were in their fourth year of Spanish or French. (VW)

ED 292 224

EC 202 006

Claassen, J. H.

Classics for the Gifted: Some Practical Strategies.

PUB DATE- Jun 84

NOTE- 31p.; Paper presented at the International Conference:

Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Audiovisual Aids; Book Reviews; *Classical Literature; *Curriculum Development; Educational Games; *Enrichment Activities; Foreign Countries; *Gifted; *Latin; Reading; Secondary Education; *Second Language Instruction; Teaching Methods

ED 292 239

EC 202 021

Passow, A. Harry

Education of the Gifted in World Perspective.

PUB DATE- Jun 84

NOTE- 18p.; Paper presented at the International Conference:

Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Ability Identification; Acceleration (Education); Educational Policy; *Educational Practices; Elementary Secondary Education; Emotional Development; Enrichment Activities; Extracurricular Activities; *Foreign Countries; *Gifted; Gifted Disadvantaged; Mainstreaming; *Program Development; *Special Education; Teacher Education

IDENTIFIERS- Australia; Great Britain; Israel; Poland

Various approaches to educating the gifted and talented around the world are illustrated through descriptive reviews of gifted education in selected countries, including: Australia; Poland; England, Scotland, and Wales; and Israel. Following these reviews is an examination of several issues in gifted education around the world. This examination encompasses: the domination of intellectual giftedness within the concept of giftedness, identification procedures which involve assessment of intellectual or academic aptitude, the use of special classes or integrated classes, acceleration versus enrichment, curricular and instructional differentiation, teacher education, out-of-school provisions for gifted education, affective development of the gifted, the gifted disadvantaged, and research and evaluation in gifted education. The paper concludes with the observations that gifted education has a cyclical history in many countries and seems to be an esoteric endeavor rather than part of the educational mainstream. (JDD)

ED 292 240

EC 202 022

Recchia, Susan L.

education. Also included are results of course evaluations during the three years of the course development and modification. (DB)

ED 292 253

EC 202 035

Frick, Theodore W.; And Others

Computer-Based Testing System. Project STEEL. A Special Project To Develop and Implement a Computer-Based Special Teacher Education and Evaluation Laboratory. Volume III. Final Report. Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- 30 Dec 86

NOTE- 64p.; For related documents, see EC 202 032-036.

GRANT- G008301778

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Computer Assisted Testing; *Disabilities; Feedback; Formative Evaluation; Higher Education; Mastery Learning; *Preservice Teacher Education; *Special Education Teachers; Student Educational Objectives

IDENTIFIERS- *Project STEEL

The document is part of the final report on Project STEEL (Special Teacher Education and Evaluation Laboratory) intended to extend the utilization of technology in the training of preservice special education teachers. This volume focuses on the third of four project objectives, the development and implementation of a computer-based testing system. The system, designed for use in undergraduate and graduate level special education teacher preparation programs, was developed and formatively evaluated on the Indiana University VAX minicomputers during the second and third years of the project. A major purpose of the system is to facilitate regular testing of student progress while minimizing faculty time spent grading tests. The system can easily be integrated with the STEEL Information Management System and is particularly appropriate for programs which espouse mastery learning principles. The document describes the system and includes screen displays to illustrate typical user interaction with the testing system while accessing one of the item pools developed for a specific course objective. (Author/DB)

Members; Unions

This guide is intended to be a first-time, general introduction to employee involvement for trade unionists--local leaders, stewards, and rank-and-file members. It makes no attempt to be comprehensive, but instead raises the major issues concerning employee involvement framed in trade union terms. Part I looks at the kinds of employee involvement programs that exist in the United States. The history of employee involvement is discussed in Part II. Part III looks at three different models of employee involvement in Japan, Germany, and Sweden. Its popularity is addressed in Part IV. Part V considers ways that programs become established in unionized workplaces. Part VI discusses how the implementation of an employee involvement program will affect the local. In Part VII, ways to safeguard the union and ensure that the program serves the members' interests are suggested. Part VIII considers the alternatives to strong union involvement in the initial stages of the program. Part IX describes what can be expected the first year of the program. Part X, Conclusions, is followed by a listing of resources. (YLB)

ED 291 871

CE 049 444

Calamai, Peter

Broken Words. Why Five Million Canadians Are Illiterate. The Southam

Literacy Report: A Special Southam Survey.

Southam Newspaper Group, Toronto (Ontario).

REPORT NO.- ISBN-0-9693221-0-0

PUB DATE- 87

NOTE- 82p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Collected Works -

General (020) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Programs Educational Needs; Foreign Countries; *Functional Literacy; *Illiteracy; Immigrants; Learning Activities; *Literacy Education; Newspapers; Outcomes of Education; Program Effectiveness; Research Research Methodology; Research Utilization; Teaching Methods

IDENTIFIERS- *Canada

This booklet contains 29 articles about literacy that originally appeared in newspapers across Canada during September 1987. Many are based on the extensive findings of a national literacy survey of 2,398 Canadian adults commissioned by Southam Inc. The survey

High School Equivalency and High School Diploma Students at Brandon University: A Comparison of Academic Success. GED Research Brief No. 5.

American Council on Education, Washington, DC. GED Testing Service.

PUB DATE- Dec 83

NOTE- 5p.; Study reported on in this Brief was supported by a grant from the Brandon University Research Committee.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Adult Education; *College Students; Comparative Analysis; *Educational Certificates; Educational Research; Foreign Countries; Grade Point Average; Higher Education; *High School Equivalency Programs; *High School Graduates; High Schools; *Nontraditional Students

IDENTIFIERS- Brandon University MB; *General Educational Development Tests

A study compared the levels of academic achievement of high school equivalency students and high school diploma students as measured by grade point averages and proportion of credit hours passed. The problem was whether students with a high school equivalency certificate could be as academically successful in a university program as high school graduates. Data collected were grade point averages, credit hours attempted, and credit hours passed of 26 high school equivalency and 27 high school diploma students attending Brandon University, Manitoba, Canada, on a first-year basis in 1982-83. Results supported the findings of others pertaining to high school equivalency students achieving the same level of academic success as high school diploma students. No significant difference was found between the distribution of grade point average scores or average ratios of credit hours passed to credit hours attempted of the two groups of students. (A listing of references is appended.) (YLB)

ED 291 886

CE 049 691

Whitney, Douglas R.; And Others

The Reliability and Validity of the GED Tests. GED Research Brief No. 6.

American Council on Education, Washington, DC. GED Testing Service.

PUB DATE- May 85

NOTE- 5p.

LANGUAGE- English

Development; Program Implementation; Secondary Education; *Women
Education; Young Adults

This manual is designed for social service agencies, education institutions, and other organizations who want to strengthen the programming for economically disadvantaged teenage girls and young women. It provides materials for the development and implementation of NEW PASS, a unique career awareness program that uses nontraditional employment exploration as a vehicle to build life planning skills and motivate adolescent girls and teen mothers to avoid early and/or additional pregnancy. The program is directed toward young women aged 14-19. The manual covers the reasons for sponsoring a nontraditional career awareness program for economically disadvantaged girls, decisions to make before start (choosing a sponsor, selecting a site, recruiting participants, adapting the curriculum), and strategies for success. A section on planning the program and getting started considers logistics, staffing consideration, locating resources, and evaluating the program. An overview of the NEW PASS curriculum is presented, followed by detailed guidelines for each of the 20 2-hour sessions. These components are provided for each of the sessions in the curriculum: objectives, key concepts, activities, and suggested resources. Some materials used in the sessions are appended. (YL

ED 291 900

CE 049 718

Literacy and the Learner.

World Education, Inc., Boston, MA.

PUB DATE- 87

NOTE- 25p.; Sponsored by Beta Sigma Phi International and the McGraw-Hill Foundation. Photographs may not reproduce clearly.

AVAILABLE FROM- World Education Reports, 217 Lincoln Street, Boston, MA 02111.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Adult Literacy; Adult Programs; *Corporate Education; Developed Nations; *Developing Nations; Foreign Countries; *Illiteracy; Immigrants; Lifelong Learning; *Literacy Education; *Refugees; Rural Development; Womens Education

IDENTIFIERS- Nepal; Senegal; Tanzania

This journal issue focuses on the learner, looks at why litera

ED 291 913

CE 049 753

Lovell, Ashley C., Comp.

Evaluation of Agricultural Accounting Software. Improved Decision Making. Third Edition.

Texas A and M Univ., College Station. Texas Agricultural Extension Service.

PUB DATE- 1 Jun 87

NOTE- 122p.; For an earlier edition, see ED 275 831.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Accounting; *Computer Software; Computer Software Reviews; *Farm Accounts; *Farm Management; Program Effectiveness

Following a discussion of the evaluation criteria for choosing accounting software, this guide contains reviews of 27 accounting software programs that could be used by farm or ranch business managers. The information in the reviews was provided by the software vendors and covers the following points for each software package: general features, type, vendor evaluation, computing considerations, chart of accounts, printed reports, general ledger enterprises (activities), auxiliary features, and other information. The software programs reviewed are the following: ABECAS--Agri-Business Enterprise Accounting; AccountStar; AgCHECK Financial Recordkeeper; AgCHECK Plus--Financial Management System; AgData General Ledger with Cost Accounting; Agricultural Accounting System; Agro Plus; AgStar; AMS Accounting Program; BASIC ACCOUNTING; C.M.C. General Accounting System; COMFAB; Computerized Personal Accountant; COST MANAGER; C.P.A. of Agriculture; Assistant C.P.A. of Agriculture; Farm Ledger Pro; FAS; The Financial Management Program; General Ledger; Homestead Farm Management System; Horizontal Accounting; Lund Farm Accounting; PC MARS; Red Wing General Ledger; THE TERRA SYSTEM; and Transaction Plus. (KC)

ED 291 914

CE 049 755

Principles and Techniques for Effective ABE Staff Development.

ED 291 928

CE 049 780

Technology: Manufacturing, Transportation, Construction,
Communication.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of
Vocational Education.

PUB DATE- 87

NOTE- 355p.; For related documents, see CE 049 781-794.

LANGUAGE- English

EDRS Price - MF01/PC15 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; *Communications; *Construction
(Process); Fused Curriculum; Grade 11; Grade 12; High Schools;
*Industrial Arts; Learning Activities; Learning Modules; Lesson
Plans; *Manufacturing; State Curriculum Guides; Technological
Literacy; *Technology; *Transportation

The technology-based student activities in this curriculum resource
book are intended to be incorporated into any industrial
arts/technology education program. The activities are classified
according to one of four technological systems--construction,
communications, manufacturing, and transportation. Within the four
parts of the guide, individual activities are presented in their
own sections. Each of these sections includes the following:
activity title, contributor, time required, activity description,
key vocabulary terms used in the activity, objectives, a listing
special supplies and equipment needed, transparency masters and
student handouts, definitions of related key terms, pertinent
applied mathematics and science principles, the social and/or
environmental impact of the topic under study, creative
problem-solving activities, related careers, and references.
Various hands-on activities are described, including simulating a
newsroom, making a basic siren/code oscillator, using a computer
design (and eventually producing) a heat-sensitive T-shirt
transfer, constructing and testing different types of airfoils and
a model rocket, developing a propeller-driven car, constructing a
air-cushion vehicle, constructing models of various types of
bridges, building a model structure or superstructure to solve a
design problem, constructing a solar water heater, and using
fundamental research and development principles to design and
construct a model racing car. (MN)

Education Course Guide. Industrial Arts/Technology Education.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of
Vocational Education.

PUB DATE- 88

NOTE- 46p.; For related documents, see CE 049 780-794.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; *Business; Grade 12; High
Schools; *Industrial Arts; *Industrial Structure; Learning
Activities; Learning Modules; Lesson Plans; *Manufacturing
Industry; State Curriculum Guides; Systems Approach; *Systems
Development; *Technology

IDENTIFIERS- North Carolina

This guide is intended for use in teaching a course in industrial
enterprise. The course, which has been designed using a
student-centered approach, is intended to help students understand
the dynamics of an industrial enterprise as a fusion of two
technologies--material processing and management. The first two
sections discuss the guide's development within the framework of
North Carolina's efforts to improve technological literacy and the
guide's place as part of an instructional system. A list of the
course's major objectives and a course outline are provided next.
The remainder of the guide consists of learning modules on the
following topics: components in a managed production system and
industrial enterprises, developing a product for manufacture,
organizing an enterprise, operating an enterprise, and closing an
enterprise. Each module includes information about the length of
time needed to complete the module, an introduction to the
instructional content to be covered in class, performance
objectives, a day-by-day outline of student learning activities,
related flowcharts and line drawings, and lists of suggested
textbooks and references. (MN)

ED 291 942

CE 049 794

Industrial Arts/Technology Education. A Guide for Developing
Contemporary Industrial Arts/Technology Education Curricula.
North Carolina State Dept. of Public Instruction, Raleigh. Div. of
Vocational Education.

PUB DATE- 87

NOTE- 360p.; For related documents, see CE 049 780-793.

nursing department faculty members who served as experts to review the video development process). Materials were revised in accordance with the panel's recommendations and resubmitted for approval. The Media Services Department provided direction regarding the script, format, staging, and titles, and did the actual taping. The video is designed to be used by students in the learning center at the college. The use of a self-paced video program to complement the lecture/discussion method was found to be educationally sound; however, some intravenous procedures are best taught in another format and so were not included. Based upon the findings of this study, it was recommended that (1) the Intravenous Therapy Video be given consideration in any course in the registered nursing program where intravenous therapy is taught or reviewed; (2) the video be assigned in conjunction with the coursework module; and (3) students be asked to evaluate the effectiveness of the video. (The script for the video is included in this report.) (Author/KC)

ED 291 956

CE 049 845

Blankenbaker, E. Keith, Ed.; Miller, Aaron J., Ed.

Technological Literacy: The Roles of Practical Arts and Vocational Education. Proceedings from an International Symposium on Technological Literacy (Columbus, Ohio, May 13-15, 1987).

Ohio State Univ., Columbus. Coll. of Education.

PUB DATE- 87

NOTE- 240p.; Co-sponsored by the American Vocational Association, International Technology Education Association, the International Vocational Education and Training Association, and the National Center for Research in Vocational Education.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)

DESCRIPTORS- Curriculum Development; Educational Needs; Foreign Countries; Needs Assessment; Postsecondary Education; *Practical Arts; School Role; Secondary Education; Statewide Planning; *Teacher Education; *Technological Advancement; *Technological Literacy; *Vocational Education

IDENTIFIERS- China; New York

The following papers are included: "Technological Literacy: What? Why? For Whom?" (Kranzberg); "Technilliterate vs. Technilliterate

government background; the party platform and government program; 5-year economic and social development plans; the 1983-1987 plan for modernization, decentralization, and participation; and targeted development pertinent to adult education; adult education agents and related social structures (leadership and operating systems; formal, nonformal, and informal education; providers of adult education; and the role of the peace movement and peace education); learners in adult education, client systems, targeted groups, and self-help programs; adult education as a field of study; international contacts; and future prospects and potential. References, footnotes, a transliteration table, a list of acronyms and an index complete the monograph. (MN)

ED 291 969

CE 049 867

Indians and Adult Basic Education: A Handbook.

North Carolina Commission of Indian Affairs, Raleigh.

SPONS. AGENCY- North Carolina State Dept. of Community Colleges, Raleigh.

PUB DATE- Jun 87

NOTE- 39p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)

DESCRIPTORS- *Adult Basic Education; Adult Literacy; *American Indians; Dropout Prevention; Educational History; High School Equivalency Programs; *Literacy Education; Program Development; Student Motivation; Student Recruitment; Tribes

IDENTIFIERS- *General Educational Development Tests; *North Carol

This document offers guidance to educators concerned with enhancing recruitment, retention, and graduation of American Indian adult students, especially in North Carolina. Following a summary and recommendations of the project committee, the guide traces the history of the Indian communities from 1900 to the present and outlines the educational background of Indians in North Carolina. Then, suggestions for effective program development for Indians are provided in the areas of recruitment, retention, motivation, and graduation. Extensive appendixes list contributing organizations; describe Pembroke State University--which was founded as an Indian school; describe the various communities of North Carolina Indian; provide a student self-assessment questionnaire and a suggested reading list; offer some ways for teachers to compliment students

supported. These findings suggest that a non-alcohol-specific "deficit" in responsivity to internal cues related to beverage consumption may be a risk factor for the development of alcoholism (NB)

ED 291 982

CG 020 589

Deady, John; White, Winifred Parker

A Response to Factory Closings: A Career Development Approach.

PUB DATE- 87

NOTE- 13p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (14)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Career Counseling; *Career Planning; Counseling Services; *Employee Assistance Programs; Remedial Programs; *Sch Business Relationship; *Skill Development; Technical Institutes; Two Year Colleges

This report describes the Career Planning Center, formerly the Institute for Vocational Readiness program, run by the Student Services Division of the Milwaukee Area Technical College. It briefly describes services offered by the center which are focused around a comprehensive diagnostic approach, offering students help in developing a positive self-image, reviewing interests and aptitudes, learning how to develop a career ladder, role playing, practicing job interviews, learning about career options, planning remedial programs, or preparing financial work. The involvement of the Career Planning Center with business and industry in the area is explained in detail and the Center's efforts to provide industrial and technical assistance are discussed. In-plant training classes ranging from instruction in basic reading and mathematics through basic computer programming are described which serve to assist employees destined for layoff to be upgraded in their skills so they can bid on jobs opening up in other departments of the company. Components of the Center's on-site Career Planning seminars are described and seminar objectives are listed. Components discussed include assessment, intake, administration of an interest inventory, basic skills assessment, and group or individualized exits from the program. (NB)

ED 291 996

CG 020 603

Catastrophic Health Care Costs. Hearing before the Special Committee on Aging. United States Senate, One Hundredth Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

REPORT NO.- Senate-Hrg-100-69

PUB DATE- 26 Jan 87

NOTE- 203p.; Serial No. 100-1.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Caregivers; *Chronic Illness; Family Problems;

*Financial Problems; *Health Care Costs; *Health Insurance; *Health Needs; Hearings

IDENTIFIERS- *Catastrophic Health Care; Congress 100th

This document provides witnesses' testimonies and prepared statements from the Senate hearing called to examine the problems of catastrophic health care costs. Statements are included from Senators John Melcher, Quentin Burdick, Larry Pressler, John Heinz and Pete Wilson. Prepared statements are included from Senators David Pryor and Charles Grassley. Joan Yelineck, Edith Reiger, and Helen Fish testify, describing their experiences with the devastating health care costs and the sacrifices they have made to obtain adequate health care for their relatives. Robert Shapland, Mutual of Omaha Insurance Company, testifies on behalf of the Health Insurance Association of America. Other relevant testimonies, comments of Consumers Union on "Catastrophic Illness Expenses," the Department of Health and Human Services Secretary Otis Bowen's report to the President; and a White House fact sheet "The President's Initiative on Catastrophic Illness Coverage" are appended. (NB)

ED 291 997

CG 020 604

Catastrophic Health Insurance: A New Jersey Perspective. Hearing

Shellhase, Leslie J.

Impediments to the Full Realization of the Ethical Self.

PUB DATE- May 86

NOTE- 21p.; Paper presented at the National Association of Social Workers National Conference on Women's Issues (Atlanta, GA, May 28-31, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Ethics; Females; *Feminism; *Moral Values; Personalit

Traits; Psychological Characteristics; *Social Work

In its development and in its central character, the value base of social work has a relationship to feminine values. Women possess strong nurturing impulses, a great capacity for intimacy, an ability to empathize, and a tendency to integrate in their thinking and their actions. Women are considered to exercise a predilection for egalitarian relationships and a resistance to hierarchical forms. The day-to-day process of sustaining life has been ascribed, historically, to women. The central values of women throughout time have led to an esteem for the individual, which not only respects the entity of the individual but is also concerned with the provision of an environment which will support and facilitate personal growth. As a consequence of woman's responsibility for the preservation of life, she has developed methods of solving problems which have characteristically avoided the resort to conflict and to violence. There is a strong urge toward survival which has its roots among women. One can find concomitant concerns within the field of social work. The quality of spirituality manifests itself through the caring that is characteristic of feminism and that is central to the profession of social work. Several ethical dilemmas exist within social work; the ethical imperatives of social work meet with some paradoxical impediments in the process of practicing the profession ethically. Certain elements of those dilemmas are especially linked to women. (NB)

ED 292 012

CG 020 619

Wright, Gloria O.

Adventures of Aging.

PUB DATE- May 86

NOTE- 15p.; Paper presented at the National Association of Social

recent studies conducted in Wisconsin and studies conducted elsewhere that examined issues relevant to the work of the committee. For each study reviewed, information is provided on the date of the study, the subjects and methodology used, and findings and conclusions. Four studies conducted in Wisconsin are reviewed which deal with the involuntary civil commitment process in Wisconsin and in Milwaukee County and with mental health inpatient services. Also included is a list of materials relating to parents and family members of the mentally ill which was collected by the Alliance for the Mentally Ill. Studies reviewed which do not focus specifically on Wisconsin mental health services include studies examining state programs for care of the seriously mentally ill, funding sources and expenditures by state mental agencies, national guidelines for involuntary civil commitment, the homeless mentally ill, a model state law on civil commitment of the mentally ill, statutory criteria for civil commitment, and the National Institute of Mental Health Community Support Program. A list of eight articles relating to the nature and treatment of mental illness concludes the report. (NB)

ED 292 026

CG 020 633

Bogar, Anne; Shannon, Pam

Background on Wisconsin's Prison and Community Corrections System
Staff Brief 86-4.

Wisconsin State Legislative Council, Madison.

PUB DATE- 10 Jul 86

NOTE- 50p.; Portions of appendices contain small print.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports -

General (140) Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Administration; Adults; *Correctional Institutions;
Correctional Rehabilitation; Criminals; *Prisoners; *Sentencing

IDENTIFIERS- *Parole; *Probation (Criminal Justice); Wisconsin

This report was prepared for the Wisconsin State Legislative Council's Special Committee on Community Corrections Issues. It provides background information on the Wisconsin prison system for adults and the Wisconsin community corrections system for adults. Part I examines the prison system, focusing on administration of the system, sentencing procedures, inmate assessment and evaluation, and parole determination. Presentence investigations, sentencing guidelines and scoring, incarceration, and probation a

of sexual abuse, intervention and treatment processes, group processes, evaluation guidelines, and forms and lists of national resources. A selected bibliography lists resources for background information and program development, as well as curricula, books for parents, supplemental materials, and films. (NB)

ED 292 040

CG 020 647

Kowalski, Patricia S.; And Others

Self-Perceptions in the Transition to Seventh Grade.

PUB DATE- Mar 86

NOTE- 22p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (1st, Madison, WI, March 21-23, 1986)

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Competence; Elementary School Students; *Grade 7; Intermediate Grades; Junior High Schools; Junior High School Students; Middle Schools; *Self Esteem; *Self Evaluation (Individuals); *Student Attitudes; *Student Motivation

This study investigated the effect of students' entry into the seventh grade versus entry into a new school setting on their perceptions of self-worth, competences, and motivational orientation. Four groups of students were examined longitudinally as they made the transition to a new grade: (1) students who moved from fifth to sixth grade in the same school; (2) students who moved from fifth grade in an elementary school to sixth grade in middle school; (3) students who moved from sixth to seventh grade in a middle school; and (4) students who moved from sixth grade in an elementary school to seventh grade in a junior high school. The effects of both grade change and school switch were observed on indices of perceived academic competence and motivation, but not on general self-worth. Seventh graders reported lower competence than did sixth graders regardless of whether they changed schools or not. Seventh graders at the junior high reported the lowest levels of motivation. Overall, changing to the seventh grade appeared to have a greater impact on self-perceptions than did switching schools. Students' reported preference for challenging work before the transition contributed significantly to predicting change in perceived competence after the transition. Curriculum changes occurring between the sixth and seventh grades may contribute to changes in student self-perceptions. (Author)

organized around four research questions: (1) whether there was progress in South Carolina students' overall performance in reading and mathematics; (2) whether those who achieved both the reading and mathematics standards in 1985 exceeded the standards by as much as the corresponding students in 1981, and, whether those who reached neither standard in 1985 were any closer to reaching the reading standard than the corresponding students in 1981; (3) with which areas of reading performance were students continuing to have difficulty; and (4) what recommendations could be made to educators. Analyses revealed that students made considerable progress in all grades in both reading and mathematics. In addition, the high achieving students in 1985 were achieving at higher levels than their counterparts in 1981; while the low achieving students in 1985 were achieving at higher levels than their counterparts in 1981. Investigation of the third question revealed that, in general, all students were less capable on reading tasks that require inferential comprehension and did better on literal comprehension tasks. Finally, the findings suggest that educators should focus more effort on teaching inferential comprehension skills. (ARH)

ED 292 055

CS 009 058

Read...for the Fun of It! A Compilation of Reading Incentive Programs.

Indiana State Dept. of Education, Indianapolis.

PUB DATE- Jan 87

NOTE- 76p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Reports - Research/Technical (143)

DESCRIPTORS- Administrator Role; Elementary Secondary Education; Motivation Techniques; Parent Role; Program Descriptions; *Program Design; Reading Improvement; *Reading Instruction; *Reading Programs; Reading Research; Recreational Reading; State Surveys

IDENTIFIERS- Indiana; *Reading Incentive Programs

Noting that many schools in the state of Indiana offer reading incentive programs that provide special recognition or awards to students who reach or exceed established goals in their reading programs, this booklet presents the results of a survey of the types of reading incentive programs in use. The booklet notes that the programs span all grade levels and have been successful in

PUB DATE- May 87

NOTE- 39p.; Paper presented at the Meeting of the Association for
Childhood Education International (Omaha, NE, April 30-May 3,
1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (13)
Reports - Research/Technical (143)

DESCRIPTORS- Case Studies; Child Development; Developmental Stages;
Infant Behavior; *Infants; Language Acquisition; Language Research
*Parent Child Relationship; Parent Influence; Preschool Education
*Reading Aloud to Others; Reading Research

IDENTIFIERS- Infant Stimulation; Listening Vocabulary; Print
Awareness; *Reading Behavior

A pilot study (using the case study, or field research format)
examined the acquisition of behaviors in infants who are read to
and with on a consistent basis from their first day of life through
the first year. Three parent/infant teams participated in a
year-long course which consisted of reading "familiar" books to the
infants, beginning with their day of birth. As the infant began to
demonstrate an understanding of the relationship of the parent's
voice and repetitive language with that of the familiar book,
parents began to add new books to the reading sessions, thereby
increasing the child's listening library. The parents logged the
reading and attitudinal behaviors exhibited by the infants, and at
monthly group meetings reading/listening interactions were
video-taped. Data was categorized into specific behavior
characteristics of the affective, visual, tactile/motor, and verbal
modes. Results of this study verify that infants in the first
months of life exhibit signs of pleasure and security in positive
reading situations. They also acquire reading-like behaviors, and
their first words reflect their listening vocabulary. (General
guidelines for the parents, a list of behaviors to chart,
collectively charted behaviors for the infants in this study, a
chart of age span levels, and 16 references are appended.) (MM)

ED 292 069

CS 009 072

Dodd, Alan; Shaughnessy, Michael F.

The Assessment of Study Skill Behavior: Current Status; Needed
Research.

PUB DATE- 88

NOTE- 17p.; for a related document, see ED 287 855.

experience. The study was divided into three parts. The first part, which compared college grades, ACT scores, and high school grades between students with and without high school newspaper or yearbook experience, examined 19,249 students enrolled in 10 colleges and universities who had completed at least one year of college. Results indicated that the 4,798 students who had served on their high school newspaper or yearbook scored higher than their counterparts without publications experience. The second part examined 1,204 students who had taken the ACT Assessment tests and the ACT COMP Prospectus Writing test segment, in order to compare the collegiate writing samples of students with and without high school newspaper/yearbook experience. Results revealed that students with publications experience scored significantly higher than those without such experience. Finally, the third part surveyed 558 students with high school publications experience to detect influences of a journalism credit course per se in relationship to all other language arts courses that students took for credit, with results indicating the importance of journalism education as a route to good writing. (MM)

ED 292 083

CS 211 022

Riggan, T. F.; Smith, Edward R.
Annotations in Academic Publishing.

PUB DATE- 87

NOTE- 55p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Authors; Editing; *Faculty Publishing; *Publications; Publishing Industry; Research Reports; Scholarly Journals; Technical Writing; Textbook Preparation; *Writing for Publication Writing Skills

IDENTIFIERS- *Professional Literature; Published Reading Materials; Scholarly Writing; Writing Development

Intended to aid new academic professionals, this annotated bibliography lists a wide variety of books and articles, from the very general to the very specific, that deal with professional academic writing and publishing. Arranged alphabetically by author, each of the 225 annotations supplies a brief summary of the contents and date of publication, and cites the publisher, journal title, and page numbers when appropriate. (MM)

Writing. College Reading and Learning Assistance Technical Report
No. 87-04.

Georgia State Univ., Atlanta.

PUB DATE- Apr 87

NOTE- 22p.; Paper presented at the Western College Reading and Learning Association (20th, Albuquerque, NM, April 10, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Essay Tests; Higher Education; *Learning Strategies; Reading Tests; Skill Development; *Study Skills; *Writing Exercises; *Writing Instruction; Writing Processes; Writing Research

IDENTIFIERS- Writing Contexts; *Writing Strategies

PORPE, a comprehensive strategy system utilizing writing, was originally created for students who wanted to know how to study for essay examinations in their college courses. With PORPE, students are involved in (1) predicting potential essay questions to guide subsequent study; (2) organizing key ideas using their own words, structure, and methods; (3) rehearsing the key ideas; (4) practicing the recall of the key ideas in self-assigned writing tasks; and (5) evaluating the completeness, accuracy, and appropriateness of their written text. In order to investigate the effectiveness of PORPE, 65 specially admitted college students enrolled in a developmental studies learning strategy course were randomly assigned to an experimental or control group. The experimental group was guided through the five steps of PORPE, and then, both groups were given two days to study their self-developed training materials and tested afterwards. Results showed that the students trained in PORPE scored significantly better on their initial and even delayed essay and multiple choice exams. (Two sets of tables, one figure, and 14 references are attached.) (JK)

ED 292 098

CS 211 075

Hollis, Karyn L.

Literacy Theory, Context and Feminist Response.

PUB DATE- Mar 87

NOTE- 25p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (38th, Atlanta, GA, March 19-21, 1987).

LANGUAGE- English

structuring and enriching all children's writing strategies. (Sample directed learning objectives, a table of the scope and sequence of skills in written composition, a comparison of the composing processes of unskilled and skilled writers, a summary of the creative and utilitarian aspects of writing, and 27 references are appended.) (MM)

ED 292 112

CS 211 089

Dodd, Julie E.

Editors' and Publishers' Handbook for Helping High School Journalism Programs.

PUB DATE- Jul 87

NOTE- 51p.; Prepared for the Journalism Education Committee, South Newspaper Publishers Association.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Editors; Education Work Relationship; High Schools; *Journalism Education; Publishing Industry; *School Community Relationship; Secondary Education

Noting the benefits of high school journalism training, this guidebook familiarizes commercial newspaper editors and publishers with high school journalism programs and publications and helps them become more involved in such programs. Following a look at the positive influence of high school journalism courses on student performance and motivation, the guide discusses various threats to high school journalism programs, including curricular constraints, lack of certification for faculty advisors, student press rights, and funding. Next, the guide discusses the state of high school newspapers and yearbooks, and how they have evolved in the last 20 years. The guide then explores ways in which newspapers can help high school journalism programs, including: (1) meeting the journalism teachers and publication advisors in the area; (2) providing guest speakers and tours of the newspaper plant; (3) publishing school newspapers or school pages in commercial newspapers; (4) training high school journalism students and journalism instructors and advisors; (5) funding college courses for teachers and advisors; (6) sponsoring a publication awards program and awards for individual students; (7) funding scholarships; (8) providing part-time student internships; and (9) contacting legislators and policy-makers in support of journalism

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Historical Materials (060) Reference
Materials - Directories/Catalogs (132)

DESCRIPTORS- Biographies; *Guides; Letters (Correspondence); *Library
Catalogs; *Library Collections; Library Materials

IDENTIFIERS- Critics; *Historical Materials; Manuscript Collection
*Smith (Logan Pearsall); Trinity University TX

A guide to the Logan Pearsall Smith Collection at Trinity
University Elizabeth Coates Maddux Library in San Antonio, Texas
provides a descriptive overview of the collected works of this
renowned epigrammatist, critic, essayist, biographer, and authority
on the English language. The guide includes a brief biography of
Smith (1865-1946), detailed descriptions of his publications and
papers at Trinity, two appendices (a list of his principal works,
and Smith material in the United States), and an index. The 48
items in the publications section are arranged under the following
headings: (1) Essays and Aphorisms; (2) Poems; (3) Autobiography;
(4) Writings on the English Language; (5) Literary Studies; (6)
Short Stories; (7) Biography; (8) Editor (works edited by Smith);
and (9) Books about Logan Pearsall Smith and His Family. The
papers, numbering 108 items and containing more than 2,000 pages,
consist mainly of letters, manuscripts, miscellanea, and
typescripts. Notable among these are letters from Sir Kenneth
Clark, art critic; Sir Humphrey Milford, publisher, Oxford
University Press; Hugh Trevor-Roper, historian and critic; and
several unpublished manuscripts. (Twenty-one references are
appended.) (MM)

ED 292 127

CS 211 107

Reed, Janine

Who's Expressing in "Expressive Writing"?

PUB DATE- Mar 88

NOTE- 13p.; Paper presented at the Annual Meeting of the Conference
in College Composition and Communication (39th, St. Louis, MO,
March 17-19, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (1)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Cognitive Processes; Creative Writing; Higher Education
Psychology; *Self Expression; Theory Practice Relationship;

NOTE- 10p.; Paper presented at the Annual Meeting of the INTERFACE Humanities and Technology Conference (11th, Atlanta, GA, October 22-23, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Appropriate Technology; *Computers; Computer Simulation; Cultural Context; Futures (of Society); Humanism; *Humanities; *Humanization; *Problem Solving; Technological Advancement

IDENTIFIERS- Analytic Philosophy; Technology Assessment

The computational problem-solving mode of thought that has become widespread since the computer revolution has two aspects. The first aspect is the organization of one's view of the world into "context-free" terms and uniform relations between these terms. The relations that are to hold among these terms are taken to be standardized, and in this way inquiry is reduced to a technical problem of collecting context-free terms and analyzing the rules relating to them. Such an approach can yield mixed results. The second aspect is a tendency to look for unique solutions. To look at the world in this way may work in the hard sciences, but in the social sciences and the humanities, looking for a unique solution will often yield no solution at all. What is necessary is to stop looking for solutions and start seeing how different choices lead to different results, and then to make appropriate choices for each individual. Some of the techniques of analytic philosophy are useful tools as a way to integrate such thinking into a wider context of thought that includes intuition, insight, and human choices. (JK)

ED 292 141

CS 506 056

Taylor, Anita

The National Film Board's Studio D: Feminists Making Films for Peace

PUB DATE- Nov 87

NOTE- 31p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987)

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (1)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Disarmament; Documentaries; Females; *Feminism; *Film Criticism; Film Production; Films; *Film Study; *Nuclear Warfare

study--eight teams from northern Italy, and eight teams from the northeastern United States. Systemic interviews were conducted, and each team member completed the Maslach Burnout Inventory (MBI). The alternative research method used for this study of social systems integrated two systemic models of interaction--the Milan model, and Pearce and Cronen's communication theory. The content of the interview questions focused on the various relationships and hierarchical levels within the social service organization, and team responses were required. The study analyzed individual episode questionnaires, and then made an intersystemic comparative analysis of the teams in an attempt to recognize connecting patterns of logic. The application of this method shifted the study of social change (via the study of burnout) from an individually oriented focus to a focus on interactive patterns (i.e. what people do together). (Twenty-five references are appended.) (MM)

ED 292 155

CS 506 073

McNamee, Sheila

Breaking the Patriarchal Vision of Social Science: Lessons from a Family Therapy Model.

PUB DATE- 87

NOTE- 39p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Information

Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Epistemology; Family Counseling; Feminism; Group Therapy; *Models; Psychological Studies; *Research Methodology;

*Social Science Research; Social Scientists; Theories; Therapists

IDENTIFIERS- Feminist Criticism; *Feminist Scholarship; *Objective Analysis; Objectivity

The Milan model of systemic family therapy, developed in Italy and based on G. Bateson's cybernetic epistemology, can help meet the goals of a feminist/systemic epistemology in research by accepting data in its "traditional" form yet also connecting it to the act of researching, itself, thereby merging a feminist perspective with the domain of social scientific research. The systemic ideas of hypothesizing, circularity, and neutrality can serve as useful guides for researchers as well as clinicians. Employing these principles in research on communication means continuing an awareness of the researcher's role in choosing the methods and analytical techniques used, and this awareness alters the

"readings" or essays by separate authors: "Emerging Conflicts in the Doctrines of Public Administration," by Herbert Kaufman; "Three Views of Change in Educational Politics," by Laurence Iannaccone; "Educational Governance: Contradictions and Tendencies," by Peter Cistone and Laurence Iannaccone; and "Education, Public Confidence, and the Legitimacy of the Modern State: Do We Have a Crisis?" by Hans N. Weiler. An 11-item annotated bibliography is included. (TE)

ED 292 168

EA 019 653

Smyre, Rick

The Gaston System: A Community Plans for the Future.
National School Boards Association, Alexandria, VA.

PUB DATE- 87

NOTE- 5p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Journal Articles
(080)

DESCRIPTORS- Board of Education Role; *Community Change; *Community Cooperation; Community Coordination; Community Development; *Community Involvement; *Community Planning; Community Responsibility; Community Support; Elementary Secondary Education *Participative Decision Making; Problem Solving; *School Community Relationship

IDENTIFIERS- Gaston County School District NC; *North Carolina (Gaston County)

In response to pervasive problems of low income, anticipated loss of employment in the textile industry, high dropout rates, high crime rates, and poor relationships among municipalities, Gaston County, North Carolina, has developed an innovative set of processes for promoting cooperation and facilitating leadership techniques. The Gaston System consists of three key components: analyzing problems systematically, developing processes to increase citizen involvement in decisionmaking, and using innovative leadership techniques to facilitate these processes. The Gaston County School Board took the lead in drawing many groups and individuals together to build consensus for policy decisions. As a result of this participatory, consensus-building model for decisionmaking, a wide range of innovative ideas for school and community improvement have emerged, and a new positive community attitude is developing. Notable improvements in the last 7 years include reduction in school dropouts, innovative educational

Heara, Hannah

Class Coverage in the Chicago Public Schools. A Study of Teacher Absences and Substitute Coverage.

Chicago Panel on Public School Policy and Finance, IL.

PUB DATE- Jun 83

NOTE- 69p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Administrative Organization; *Administrative Policy;

Costs; *Educational Planning; Elementary Secondary Education;

Finance Reform; Research Methodology; *Substitute Teachers;

*Teacher Attendance

IDENTIFIERS- *Chicago Public Schools IL

The Chicago Panel on Public School Finances undertook this study to look at the financial aspects of teacher absences and substitute coverage. The study sought to discover: (1) the facts about teachers' absences and coverage by substitutes; (2) the financial costs of current policy and practice in this area; (3) the effects of current teacher substitute policy and practice on local schools and students; and (4) efforts made to improve teachers' attendance, along with possible improvements. The panel collected and evaluated Chicago Board of Education documents and reports and talked with staff in central and district offices and in the schools. School data were analyzed regarding teacher absence and substitute teacher coverage. This report examines policies and procedures for administration of teachers' absences, and also the rate of teachers' absences and of substitute coverage. It points out problems in the degree and kind of substitute coverage obtained and recommends improvements. The overriding concern is how well the students are served by the Chicago Public Schools' practices regarding teachers' absences and substitute coverages and how cost effective these practices are. References and footnotes are included, and detailed descriptions of the methods and results of the study are appended. (TE)

Lauber, Diana; And Others

1986-1987 Assessment of School Site Budgeting Practice of the Chicago

following: "Business and the Economy in the Year 2000," by L. Stanton Williams, chairman and chief executive officer of PPG Industries, Inc.; "Science and Technology in the Lives of the Coming Generation: The Year 2000 and Beyond," by John Patrick Crecine, senior vice president for academic affairs at Carnegie Mellon University; and "The Future of Human Services," by Caroline Bird, author, lecturer, and economist. A transcript of a discussion period follows. The second set of papers, grouped under the heading, "How Secondary Schools Will Respond," includes the following: "Educational Reform: The Next Decade," by Denis P. Doyle, director of education policy studies at the American Enterprise Institute; "The Public Schools' Response to the Challenge of the Year 2000," by Richard C. Wallace, superintendent of Pittsburgh Public Schools; and "The Response of Private Education," by Gardner P. Dunnan, president of The Dalton School. The discussion following these papers is also provided. (TE)

ED 292 197

EA 019 910

Training Educational Personnel for Integrated Curriculum. Report of a Seminar on Further Training of National Officials and Specialists on Integration of the Curriculum at the Primary Level (Dhaka, Bangladesh, June 1-10, 1983).

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

REPORT NO.- BKAM-83-RHM-586-1000

PUB DATE- 84

NOTE- 108p.

AVAILABLE FROM- Bernan-UNIPUB, 4611-F Assembly Drive, Lanham, MD 20706-4391 (\$5.00, plus \$2.50 postage and handling).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Curriculum Design; *Curriculum Development; Curriculum Enrichment; *Developing Nations; *Developmental Programs; Economic Development; Educational Development; Elementary Education; *Foreign Countries; Instructional Development; *Integrated Curriculum; School Activities; School Community Relationship

IDENTIFIERS- Bangladesh; India; Korea; Nepal; UNESCO

climate, and data gathering and reporting. First, five reasons are presented for collecting data on school climate: to identify strengths and weaknesses, to evaluate school programs, to describe and compare schools, to open up communication, and to identify groups for special treatment. Second, climate variables must be determined. Based on Tagiuri's (1968) taxonomy, these include ecology, milieu, social system, and culture. Third, opinion data should be gathered from representatives of all school constituencies. Finally, considerations in gathering and reporting data include understandability of scores, appropriateness of summary statistics, ease of comparison across variables, use of a normed referent group in making comparisons across schools, costs, and availability of special services. References are included. (TE)

ED 292 211

EA 019 938

Stuckman, Ralph E.; And Others

Policymaking in a Vacuum.

PUB DATE- Sep 87

NOTE- 8p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Board of Education Policy; *Boards of Education;

*Decision Making; Early Retirement; *Educational Policy; Elementary

Secondary Education; *Policy Formation; School Districts

Policy statements give a framework to decision-making power, clarify issues, regulate relationships, and assist in the resolution of differences of opinion. It is essential that a school board provide direction through a well-conceived and well-developed policy. If there is unwillingness to implement policy, a real or perceived vacuum is created within the school community. Strategic policy formulations include the following common elements: (1) situations; (2) existing policy; (3) past decisions; (4) present congruency or gap between situations and policy; and (5) future speculations and policy implications. These common elements are described and diagrammed so that policymakers can include the needed steps in policy dynamics. The situation of early retirement is used to work through the diagrams of policy formation. Suggestions are given to analyze present school policies. (MLF)

IDENTIFIERS- Great Britain; Netherlands; *South Africa

The paper explores practical strategies for using classical studies to enhance the education of adolescent students, especially those who are gifted. It reviews progress, since 1900, in Latin teaching methods in Great Britain and the Netherlands and describes more recent work in South Africa, including the development of new curricula for teaching Latin, as well as the annual reading competitions, linguistic and historical quizzes, and art competitions sponsored by the Classical Association of South Africa. A project is described in which 20 gifted students (aged 13-17) were asked to review new juvenile classical books and teaching packets. It spawned a range of other projects which are summarized. The students produced a slide-tape show, the full script of which is appended to the paper. The book and teaching packet reviews were edited by a student and reworked by the teacher in a review article which is also appended. Conclusions drawn from the project confirm that the classics have much to offer the gifted and that they also offer a new awareness that even random dipping into the classical world is a rewarding experience for both average and gifted pupils. (VW)

ED 292 225

EC 202 007

Marais, J. L.

Guidance for the Gifted.

PUB DATE- Jun 84

NOTE- 27p.; Paper presented at the International Conference:

Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150

Information Analysis/State-of-the-Art Materials (070)

Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Career Counseling; *Counseling Services; Counselor Role

Elementary Secondary Education; Foreign Countries; *Gifted; Group

Counseling; Guidance Personnel; Guidance Programs; Individual

Counseling; Parent Role; Student Needs; Underachievement

IDENTIFIERS- *South Africa

The paper reviews the literature and discusses guidance services for gifted students with special application to education in the Republic of South Africa. Specific subjects considered include:

Learning to Play--Common Concerns for the Visually Impaired Preschool Child.

Blind Childrens Center, Los Angeles, CA.

PUB DATE- 87

NOTE- 15p.

AVAILABLE FROM- Blind Childrens Center, 4120 Marathon St., P.O. Box 2915, Los Angeles, CA 90029-0159 (free).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)

DESCRIPTORS- *Behavior Development; *Behavior Modification; Child Development; Early Childhood Education; *Exploratory Behavior; *Interpersonal Competence; Parent Child Relationship; Partial Vision; *Play; Toys; *Visual Impairments

Certain play situations are very difficult for young visually impaired children. This booklet focuses on three areas of play: exploring toys and materials, making transitions from one activity to another, and playing with other children. Through anecdotal descriptions of common situations encountered by caregivers, the booklet discusses why these areas of play sometimes pose problems for blind children and shares suggestions for resolving them. (JDD)

ED 292 241

EC 202 023

McMullen, Victoria B.

A Cognitively-Based Communication Curriculum for Persons with Multiple Handicaps Functioning between 0-24 Months Developmentally.

PUB DATE- Jul 86

NOTE- 185p.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Assistive Devices (for Disabled); Child Development; *Cognitive Development; Cognitive Processes; Communication Aids (for Disabled); *Communication Skills; Diagnostic Tests; Early Childhood Education; Elementary Secondary Education; Evaluation Methods; Expressive Language; Imitation; *Multiple Disabilities; Object Permanence; Prompting; Receptive Language; Sequential Learning; *Severe Disabilities; Student Evaluation; *Training Methods

IDENTIFIERS- Cause Effect Relationship; Piaget (Jean); van Dijk (J)

Frick, Theodore W.; And Others

Computer-Based Information Management System. Project STEEL. A Special Project To Develop and Implement a Computer-Based Special Teacher Education and Evaluation Laboratory. Volume IV. Final Report.

Indiana Univ., Bloomington. Center for Innovation in Teaching the Handicapped.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- 30 Dec 86

NOTE- 64p.; For related documents, see EC 202 032-035.

GRANT- G008301778

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Computer Assisted Testing; *Computer Managed Instruction; *Databases; Demography; Higher Education; *Mild Disabilities; *Preservice Teacher Education; Recordkeeping

The document is part of the final report on Project STEEL (Special Teacher Education and Evaluation Laboratory) intended to extend the utilization of technology in the training of preservice special education teachers. This volume focuses on the fourth of four project objectives, the development and preliminary evaluation of a computer-based management system. The STEEL Information Management System maintains three primary types of information bases on students enrolled in the undergraduate special education (mildly handicapped) program at Indiana University: (1) demographic information; (2) observational data collected in field experience situations; and (3) test performance obtained using the STEEL computer-based testing system. The system was developed using Scientific Information Retrieval database management software. Each student is individually identified and all data records linked to that individual's case identification number. Student information is accessed through currently developed functions designed for faculty use. Sample functions include: accessing the mail system, adding observation data to the student database, updating a student profile, and summarizing a student's observation data. A typical user interaction session is also provided. (Author/DB)

provided the first real statistics about the state of literacy in the country; interviews with more than 100 literacy workers and learners also put a human face on a problem that affects one in four adults. Among the topics discussed are the effect of immigration and bilingualism on the literacy rate, importance of literacy skills in the workplace, use of plain language in government documents, literacy in correctional and military education, and comparisons of Canadian and U.S. literacy. Ideas on how people can help combat the problem of illiteracy and tips for tutoring are included in the articles. (KC)

ED 291 872

CE 049 445

Draper, James A.

Re-thinking Adult Literacy.

World Literacy of Canada, Toronto (Ontario).

SPONS. AGENCY- Ontario Ministry of Colleges and Universities,
Toronto.

PUB DATE- Nov 86

NOTE- 33p.

AVAILABLE FROM- World Literacy of Canada, 692 Coxwell Avenue,
Toronto, Ontario M4C 3B6 (\$7.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs;

Educational Needs; *Educational Policy; Foreign Countries;

*Functional Literacy; Government Role; *Illiteracy; *Policy

Formation; Program Development; Research Needs; Research

Utilization; Teacher Education; Teaching Methods

IDENTIFIERS- *Canada

A study was conducted to examine the literature on literacy and adult basic education and to identify various issues, trends, problems, possible solutions, and basic principles that might guide programs and policies in adult literacy and basic education in Canada. More than 120 documents were examined, raising such issues as what is literacy and functional literacy?; what is the purpose of literacy education?; what is the role of government in literacy education?; what is necessary for effective programming?; and what issues and solutions have been proposed? Some of the conclusions drawn by the survey were the following: (1) much of the discussion about illiteracy and functional literacy centers on the meaning of these terms, especially in the Ontario and Canadian context; (2)

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adult Education; *High School Equivalency Programs; Item
Analysis; Scores; Test Items; *Test Reliability; *Test Validity
IDENTIFIERS- *General Educational Development Tests

This research brief summarizes the available reliability and validity data available in, but spread throughout, a number of General Educational Development (GED) Testing Service publications. A section on reliability discusses how to determine reliability of a test's scores and two ways of assessing the reliability of a test--internal consistency reliability and parallel forms reliability. The section on validity defines the term and considers some of the major elements of validity. These include content validity, concurrent validity, and predictive validity. A list of references is appended. (YLB)

ED 291 887

CE 049 692

Beltzer, Stephen

Persistence of GED and Traditional Students at a Public Community College: A Test of a Conceptual Model. GED Research Brief No. 7. American Council on Education, Washington, DC. GED Testing Service.

PUB DATE- Aug 85

NOTE- 5p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Persistence; Adult Education; Community Colleges; Comparative Analysis; Educational Research; Grade Point Average; *High School Equivalency Programs; *Models; *Nontraditional Students; Postsecondary Education; School Holding Power; *Student Attrition; Two Year Colleges

IDENTIFIERS- City University of New York Queensborough Comm C; *General Educational Development Tests

A study tested a conceptual model of attrition, the Tinto (1975) model, on a group of General Educational Development (GED) examinees and on a comparison group of traditional high school graduates from a single public community college. The sample consisted of 198 GED students and 201 traditional high school graduates who entered Queensborough Community College, City University of New York, in the Fall 1981 semester. The instrument used was one developed by Pascarella and Terenzini (1980) that was designed to tap the major dimensions of the Tinto

has become a major concern and examines the changes brought about by the mastery of new skills. "Literacy/Illiteracy in an International Perspective" (Carman St. John Hunter) frames the discussion by stressing that literacy and illiteracy are moving targets, not fixed by abstract definitions but varied according to the socioeconomic realities of a particular place at a particular time. "A Question of Survival" (Klaudia Rivera) presents results of interviews with six women learners in Queens, New York, to find out what effect a literacy program is having on their lives. "Learning in the Workplace" (David Harman) reinforces Hunter's view with an examination of education in the workplace and the importance of workplace education in providing opportunities for lifelong learning. "Working Together" (David Walker, John Comings) describes the Nepal National Literacy Program. "Literacy Leads the Way in Saam Njaay" (Molly Melching) reports on the changes literacy brought to a village in Senegal and to the thinking of the development workers running the literacy training program. "Acculturation Is a Very Big Word" (David Moffat, Wendy Walker) discovers what literacy meant to Southeast Asian refugees in Lowell, Massachusetts. "Putting Learners Center-Stage" (David Kahler) discusses literacy materials that focus on the learner first, and "Field Report. Letter from Tanzania" (Hilda Kokhuhirwa) addresses the subject of women in a literacy program in Tanzania. Sources of information on literacy are included. (YLB)

ED 291 901

CE 049 721

Initiatives in Technical and Further Education. Numbers 13-14. March 1987-September 1987.

TAFE National Centre for Research and Development, Payneham (Australia).

PUB DATE- 87

NOTE- 200p.

AVAILABLE FROM- Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria 3001, Australia.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Reference Materials - Bibliographies (131)

DESCRIPTORS- Adult Education; Computer Oriented Programs; Curriculum Development; *Educational Development; *Educational Research; Foreign Countries; Industry; Manufacturing; *Postsecondary Education; Teacher Education; *Vocational Education

Examples from Five Exemplary Programs.
Office of Vocational and Adult Education, Washington, DC. Div. of
Adult Education.

PUB DATE- Mar 88

NOTE- 15p.; For related reports, see ED 274 785 and ED 279 789.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Adult Basic Education; *Demonstration Programs; Program
Development; Program Effectiveness; *Staff Development; *Teaching
Methods

This document provides information about five adult basic education (ABE) staff development programs that illustrate the use of the principles identified in a research report. (The 70 principles and 39 corresponding techniques relate to planning and conducting training for ABE teachers and other staff.) Each of these staff development projects presents a real life example of one or more of the staff development principles. Although four of the five projects are statewide efforts, the examples given have all been applied to local ABE programs with ABE practitioners. Fairfax ABE Program, Virginia, illustrates the technique of a professional development plan and principle of allowing participants to choose their involvement and linking training to an individual plan. The San Francisco State University technique of coaching addresses the principle of oncall assistance of colleagues at the work site. The technique of staff exchange, which the Wisconsin ABE Program illustrates, involves the principle of providing teachers with the opportunity to meet and share ideas. The Oregon Talent Bank, Oregon State University, phased training technique shows the principle of spacing staff development over time. Maryland's Adult Performance Program illustrates the technique of training for program development and the principle of making staff development a part of program development. (YLB)

ED 291 915

CE 049 756

Curriculum for Bilingual Vocational Training Project. May 1986 to
October 31, 1987.

Arlington County Public Schools, VA. Employment Training Center.

SPONS. AGENCY- Office of Vocational and Adult Education (ED),
Washington, DC

PUB DATE- 31 Oct 87

NOTE- 56p.; For related documents, see CE 049 757-758.

ED 291 929

CE 049 781

Manufacturing Systems. Grades 9-10. Course #8115 (Semester).
Technology Education Course Guide. Industrial Arts/Technology
Education.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of
Vocational Education.

PUB DATE- 88

NOTE- 114p.; For related documents, see CE 049 780-794. Document
contains broken type, particularly near right-hand margins, but is
legible.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Assembly (Manufacturing); Behavioral Objectives; Design;
Grade 9; Grade 10; High Schools; *Industrial Arts; Learning
Activities; Learning Modules; Lesson Plans; *Manufacturing;
*Manufacturing Industry; Merchandising; Research and Development;
Retailing; State Curriculum Guides; *Technological Literacy;
*Technology

IDENTIFIERS- North Carolina

The course materials included in this guide are intended to
introduce students to the manufacturing industry and its
relationships with society, individuals, and the environment. The
following topics are covered in the nine learning modules:
manufacturing and society and manufacturing systems; manufacturing
materials and processes (types of materials and their properties,
ways of obtaining resources, and production of industrial
materials); parts manufacturing processes (concepts and practices
related to casting, forming, and separating); parts and product
completion processes (concepts and practices involved in
conditioning, finishing, and assembling); organizing, financing,
and managing an enterprise (forming and staffing an enterprise,
raising capital, and maintaining financial records); researching
and developing products (establishing product criteria, designing
and sketching ideas, and specifying designs); producing products
(selecting and sequencing operations, developing tooling,
establishing quality control programs, designing safety programs,
and conducting pilot and production runs); marketing products
(promoting and selling products); and closing an enterprise. Each
module includes information about the length of time needed to
complete the module, an introduction to the instructional content
to be covered in class, performance objectives, a day-by-day

LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Building Trades; Classroom Techniques; Communications; Construction (Process); Core Curriculum; *Course Content; *Curriculum Development; Educational Improvement; High Schools; *Industrial Arts; Integrated Curriculum; Manufacturing; Models; Program Development; Teaching Methods; *Technical Education; *Technology; Transportation; Vocational Education
Based on the philosophical statements and directions developed by the Jackson's Mill Project (Charleston, West Virginia, 1981) this operational guide was developed to provide local or state curriculum designers with methods of implementation. Content and suggested activities for various technology-related courses are provided, along with models for implementing the courses in small, medium, and large schools. The 10 sections of the guide cover the following topics: a rationale and mission for industrial arts/technology education; structuring industrial arts/technology education programs; structuring courses; introductory foundation course structure; manufacturing course structures; communication course structures; construction course structures; transportation course structures; synthesis course structures; and initiating and implementing new and improved programs. The course structures sections list course title, description, and objectives; grade level; and content with representative activities and time allocations. Appendixes to the guide include content-area taxonomies, a base for curriculum derivation, and a model of the human productive activity cycle. (KC)

ED 291 943

CE 049 800

The Class of 1979 Speaks Out: A Consumers' Report on Hoosier High School Education.
Indiana Association of Area Vocational Districts, Inc., Indianapolis
SPONS. AGENCY- Indiana State Board of Vocational and Technical Education, Indianapolis.
PUB DATE- Jan 87
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Education; Comparative Analysis; Educational

(There's an L of a Difference)" (Stone); "International Perspectives on Technological Literacy" (Dyrenfurth); "Technology and the Liberal Arts: Are We Producing Technopeasants?" (Brockway); "Study on the Justification of Technology Education as General Education" (Chang); "A Case for Technological Literacy" (Martin); "Technology: The Newest Liberal Arts" (Kowal); "The Underside of Technological Literacy" (Pilotta); "Impacts of Technology" (Balistreri); "Christian Relational Theology as a Framework for Assessing for Moral and Social Implications of Technology" (Arnett, Ramer); "Social Consequences of Technological Innovation" (Pucciano); "Sociotechnical Literacy: An Alternative to the Technological Perspective" (Pratzner); "A Global Model of Technological Literacy" (Hameed); "Defining, Determining, and Contributing to Technological Literacy: Getting There from Here Using the Technology of a Research Paradigm" (White); "What Price Progress? The Social Impact of Technology on Society" (Meyers); "An International Study of Curricular Organizers for the Study of Technology" (Barnes); "An Instructional Model for Electronics Technology in the Republic of China" (Shih); "'Jackson's Mill' and 'Industry and Technology Education' Project Reports as a Guide for Organizing Content for Technology Education" (Wright); "The Future of Work in America: Workers, the Workplace, and Technological Literacy" (Charner); "New Technology, New Lifestyles, and the Implications of Preservice and Inservice Vocational Teacher Education" (Worms, Worms); "Technology and Education: The Appropriate Threads for a Computer Tapestry" (Thomas); "Computer Literacy: An Essential Element of Technological Literacy" (Welty); "Computer Anxiety Levels Related to Computer Use and Teacher Inservice Educational Needs" (Malpiedi); "Energy Literacy: The Changing of Cocksure Ignorance to Thoughtful Uncertainty" (Singletary); "Florida's Assessment of Vocational Teachers' Training Needs: The First Step in a Five-Year Statewide Inservice Plan" (Patterson); "The Impact of Computer Technology on Graphic Communication" (Boyer, Bertoline); "Dichotomies, Relationships and the Development of Technological Literacy" (DeVore); "Technology's Impact on Education: Don't Leave It to Chance" (Harris); "Implications: Technological Literacy and Vocational Education Service Areas" (Ressler); "Machine Vision Literacy" (Andrews); "Technology Education in New York State" (Hacker); "Technological Literacy: Roles for Practical Arts and Vocational Education" (Maley); and "Technological Literacy: The Role of Vocational Education" (Moss). (MN)

and discuss the benefits to students of passing the General Educational Development Tests. (KC)

ED 291 970

CE 049 868

Chaplin, Tony; Drake, Keith

American Experience of Accreditation of Employer-Provided Training.

Paper No. 4.

Consortium for Advanced Continuing Education and Training, Manchester (England).

SPONS. AGENCY- Department of Education and Science, London (England).

REPORT NO.- ISBN-1-870035-03-8

PUB DATE- Jun 87

NOTE- 87p.; A PICKUP (Professional Industrial and Commerical Updating) Program.

AVAILABLE FROM- CONTACT, Enterprise House, Manchester Science Park, Lloyd Street North, Manchester M15 4EW, United Kingdom (3.65 British pounds).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Standards; *Accreditation (Institutions);

*Accrediting Agencies; Adult Education; *College Credits;

*Corporate Education; Evaluation Criteria; Evaluation Methods;

Policy Formation; Postsecondary Education

IDENTIFIERS- *United States

A study examined the American experience of accrediting employer-provided training. Interviews were conducted with 16 persons: 2 representatives of accrediting agencies, 9 representatives of employers with accredited training programs, and 5 persons with expertise in a closely related field. Based on these interviews, it appeared that where there are close analogues for an employer-provided training course it can be evaluated for academic equivalence. A sizable percentage of employer-provided training is, however, focused primarily on job competence and other corporate objectives. This renders many such courses unsuitable for assessments that are based on the academic criteria and language that are fundamental to accrediting agencies. Many of those interviewed felt that recommendation for college credit is a successful way of improving access to academic institutions, motivating employees by enabling them to acquire academic qualifications in the absence of other professional recognition, and enhancing the morale and quality of some corporate training

Hutchinson, Roger L.; And Others

Effects of Counselor Reassignments and Reassignment Procedures on Client Anxiety.

PUB DATE- 18 Dec 87

NOTE- 22p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (58th, Chicago, IL, May 8-10, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Anxiety; Change; *Client Characteristics (Human Services); *Counseling Services; *Counselor Client Relationship; Higher Education; *Termination of Treatment

IDENTIFIERS- *Counselor Reassignment

Although the effects of counselor reassignment on counseling are of concern, research has not examined whether anticipated reassignment to another counselor or the reassignment procedure produces substantial anxiety for clients. Two exploratory investigations were conducted to examine these issues. In the first study, clients of a university-based counseling clinic were informed of disposition options of continuing counseling with a new counselor or discontinuing counseling. Clients in a second disposition condition were also given the option of keeping their same counselor. The results did not support the prediction that clients who anticipated reassignment to other counselors would report greater anxiety than clients who anticipated continued counseling with their current counselors or clients who voluntarily planned to discontinue their counseling. In the second study clients in a community counseling agency were reassigned using either low or high preparation procedures. Results of the second study indicated that clients who reported higher levels of attraction to their counselors experienced greater anxiety in response to their reassignments relative to clients who reported lower levels of attraction to counselors. Clients who had seen their counselor for over five sessions reported lower levels of anxiety when reassignments included higher preparation. (NB)

before the Select Committee on Aging, House of Representatives, One Hundredth Congress, First Session (Elizabeth, New Jersey, April 10, 1987).

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO. - House-Comm-Pub-100-625

PUB DATE- 87

NOTE- 79p.; Appendixes contain print too small to be legible in reproduction.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Federal Legislation; Financial Support; *Government Role; *Health Care Costs; *Health Insurance; Hearings; Older Adults

IDENTIFIERS- *Catastrophic Health Insurance; Congress 100th; *New Jersey

This document presents the text of the Congressional hearing held in Elizabeth, New Jersey to examine the need for catastrophic health care coverage for the elderly and what role the Federal Government can play in helping to address that need. Opening statements are included from Representatives Matthew Rinaldo, Marge Roukema, and Jim Saxton. In his opening remarks, Representative Rinaldo briefly reviews U.S. Department of Health and Human Services (DHHS) Secretary Otis Bowen's report to President Reagan which recommends extending Medicare coverage to an unlimited number of hospital days, capping out-of-pocket expenses at \$2,000 for covered services, and covering the first 100 days of post-hospital skilled nursing facility care. Alternative approaches to catastrophic health insurance which have been introduced in Congress are also described. Witnesses providing testimony include: (1) Thomas Dunn, mayor of Elizabeth, New Jersey; (2) William Hargwood (Monmouth, New Jersey), who describes his difficulties in caring for his wife, a victim of Alzheimer's disease; (3) Thomas Burke, chief of staff, DHHS, who elaborates on the Bowen proposal for catastrophic health care coverage; (4) Thomas Brown, vice-president of Overlook Hospital (Summit, New Jersey); (5) Evelyn Savage, director of Somerset Hills Visiting Nurses Association (Barnardsville, New Jersey); and (6) William Matusz, director of American Association of Retired Persons Operations, Prudential Insurance Company, Inc. (Montgomeryville, Pennsylvania). Relevant materials are appended. (NB)

Workers National Conference on Women's Issues (Atlanta, GA, May 28-31, 1986).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Aging (Individuals); Change; *Females; *Life Satisfaction; *Older Adults; *Personal Autonomy; *Quality of Life

There is nothing in American society to prepare women for aging. It has been proposed that the status that the aged hold in any culture diminishes when modernization, an increased number and proportion of elderly, or rapid social change is present. All three of these conditions exist in American society. Women face many dangers, especially as they age, including crime and rape, drugs and drug abuse, quacks and fraudulent schemes, lack of knowledge, ignorance of alternatives, ignorance of resources, ignorance of the aging process itself, lack of education and training, low income, and poverty. Most elderly women will experience widowhood, and loneliness is a danger that impacts heavily on them. Women may be afraid of change and afraid of taking risks. Consequently, they may miss opportunities or may not even recognize opportunities for what they are. Aging should be an adventure. Preparation can make it an exciting adventure. To prepare for aging, it may be useful to: (1) develop a positive attitude toward aging, retirement, and life; (2) make the best possible financial preparation; (3) maintain good health through proper diet, exercise, and rest; (4) enjoy hobbies; (5) maintain a sense of humor; (6) continue to learn; (7) strengthen family ties; (8) avoid boredom; (9) learn to control anger, frustration, and stress; (10) develop friendships; (11) gain a knowledge of the aging process; and (12) accept aging as a natural part of life. (NB)

ED 292 013

CG 020 620

Heintzelman, Carol A.

Differential Utilization of Selected Community Resources by Abused Wives.

PUB DATE- May 86

NOTE- 20p.; Paper presented at the National Association of Social Workers National Conference on Women's Issues (Atlanta, GA, May 28-31, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

discussed in the section on sentencing procedures. The section on parole determination describes discretionary parole, special action release and extra special action release, and mandatory release. Part II looks at the community corrections system. It presents information on administration of the system, probation and parole classification, case management classification, supervision of probationers and parolees, programs and services for female offenders, revocation of probation and parole, and the use of county jails. Five appendices include relevant sections of the Wisconsin Administrative Code, an organizational chart of the prison and correction systems, a client risk, classification form, and a directory of resources for women offenders in Wisconsin organized by region and county. (NB)

ED 292 027

CG 020 634

Russell, Pam

The Legal Framework for Care and Treatment of the Mentally Ill. Staff
Brief 86-7.

Wisconsin State Legislative Council, Madison.

PUB DATE- 16 Jul 86

NOTE- 42p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- *Civil Rights; *Legal Responsibility; *Mental Disorders;
Mental Health; Placement; *State Programs

IDENTIFIERS- Wisconsin

This report was prepared for the Wisconsin State Legislative Council's Special Committee on Mental Health Issues. It summarizes legal issues and procedures relating to the admission, commitment, and treatment of the mentally ill in Wisconsin. Part I sets forth legal definitions of certain key mental health terms, including mental illness as it is defined generally and in relation to involuntary commitment, chronic mental illness, incompetence, and developmental disabilities. Part II describes legal concepts which provide the basis for the legal rights currently provided to the mentally ill. This section looks at constitutional rights concerned with liberty interest, least restrictive setting, procedural due process, humane conditions and minimally adequate treatment, refusal of treatment, and release. It also examines statutory rights related to conditions of confinement, periodic review of placement, and confidentiality. Part III provides a detailed

ED 292 041

CG 020 648

Demery, Marie

Academic Counseling: Content-Guide-Checklist for Three Interviews Per Semester. (Working Paper No. 1).

PUB DATE- 87

NOTE- 33p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Advising; College Students; *Counseling Techniques; Higher Education; *Interviews; *School Counseling; *Student Needs; *Test Construction; Test Use

Interviews are the major tools of academic counseling at Northwestern State University (NSU) in Natchitoches, Louisiana. To enhance the specific application forms and the meaningful qualities of interviews, a counseling Content-Guide-Checklist has been constructed from NSU fall 1987 academic counseling interview reports and from a review of the literature. The Content-Guide-Checklist consists of 27 question-guides which reflect a selective summary of one-to-one interactions with approximately 115 Special Services students who were mainly first-generation college students and were from low-income families. To complement the assistance process of helping these students to help themselves succeed every semester and to graduate, this instrument will also flexibly strengthen the total interview structure of academic counseling. A review of the literature, based on 21 references, supports the validity and use of such a tool, with modifications according to the needs of students, at NSU and other institutions of higher education. The Content-Guide-Checklist, intended to be further developed in the 1988 spring semester interviews, is included. The major part of the document individually lists each of the 27 question-guides and provides relevant information from the literature review and from interviews to support the topic. (Author/NB)

ED 292 042

CG 020 649

giving many students the extra motivation or "push" they need to establish lifelong reading habits. Chapters in the booklet list reading incentive programs and other information on the following: (1) reading clubs; (2) special reading times; (3) parents and the reading program; (4) read-a-thon programs; (5) special days; (6) book report programs; (7) contests and awards; (8) special reading programs; (9) library programs; and (10) principals and reading incentives. (SKC)

ED 292 056

CS 009 059

Sampson, Anne

Good Book Lookers: A Three-Week Introductory Module in the Language Arts To Foster Independent Reading among Third Graders.

PUB DATE- Jan 88

NOTE- 51p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Childrens Literature; *Curriculum Development;

Evaluation Methods; Grade 3; *Independent Reading; *Library

Instruction; *Library Skills; Parent Responsibility; Primary

Education; Questionnaires; Reader Text Relationship; Reading

Programs; Teaching Methods

IDENTIFIERS- Library Procedures; Reading (Self Selection); *Reading Motivation

Seeking to foster in children a love of books and reading, this 3-week curriculum module is designed to encourage third graders to read independently and to develop an awareness of the intrinsic value of reading by helping students acquire those library skills necessary to access literature, setting up strategies for students to use to assess readability and quality, and introducing them to a broad selection of children's literature. A section on the theoretical rationale for the program discusses research on the effects of independent reading, motivational strategies, the role of parents, and the presentation of library skills. The needs assessment section provides a sample student questionnaire ("How Do I Feel about Books"), along with a sample letter/questionnaire for parents of participating children and for participating librarians, an evaluation form for the needs assessment data, and a book and interest reference form. Instructional objectives (affective, cognitive, and behavioral) are outlined in the module, as well as

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Academic Advising; Emotional Problems; Higher Education;

*Learning Strategies; Low Achievement; *Notetaking; Outlining

(Discourse); Research Needs; *Skill Development; Student

Characteristics; *Study Habits; *Study Skills

IDENTIFIERS- Organizational Skills; Underlining

As more and more students arrive at colleges increasingly unprepared, the issue of how to teach effective study skills becomes more important. Yet, research on study skills is far from conclusive. Study skills may be defined as any activity or behavior which enhances the learning and recall of new academic material, and includes such activities as note taking, underlining, and use of mnemonic devices. It has been suggested that in some cases academic problems are not a result of poor study skills per se but other factors or variables. These include: (1) poor organizational skills; (2) emotional disturbance; (3) poor coping skills; (4) unresolved identity crisis; (5) use of inappropriate study skill strategies; (6) inappropriate major or career choice; (7) inability to determine a major or minor; and (8) poor or nonexistent academic advising. Educators must address these issues in a vigorous forthright manner. In summary, many variables in the world of "study skills" still need to be examined. Personality traits may play a larger role than previously believed. Future research is imperatively needed. (Twenty-two references are attached.) (ARH)

ED 292 070

CS 009 073

Dermody, Margaret

Metacognitive Strategies for Development of Reading Comprehension for

Younger Children.

PUB DATE- Feb 88

NOTE- 11p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 17-20, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cognitive Processes; Grade 4; Intermediate Grades;

*Metacognition; *Reading Comprehension; *Reading Improvement;

Reading Instruction; Reading Research; *Reading Strategies

Coe, David E.

Emergent Writing Behaviour of Young Children: Taking the Task of Writing to Task.

PUB DATE- 1 Sep 87

NOTE- 225p.; Master's Thesis, Queens University.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)

DESCRIPTORS- Cognitive Development; Family Environment; Foreign Countries; Parent Child Relationship; Preschool Education; Spelling; *Student Writing Models; *Writing Processes; Writing Readiness; Writing Research; Writing Skills; Young Children

IDENTIFIERS- *Beginning Writing; Childrens Drawings; *Childrens Writing; Writing Contexts; Writing Tasks

A study investigated the writing behavior of young children in a home setting by collecting and analyzing writing samples of three children--Avaleigh, Adam, and Heather (aged four, five, and six years)--and interviewing them about the features, content, reasons, form, and other details of writing done at home. Parents kept a journal detailing interesting circumstances surrounding or giving rise to a particular piece of writing. Over a period of six months, Avaleigh produced 142 pieces of writing and was interviewed seven times; Adam produced 26 pieces of writing and was interviewed seven times; and Heather produced 128 pieces of writing and was interviewed five times. Analysis covered the areas of writing function, writing form, writing features, and the role of significant others in the writing process. Results suggest that active construction of spellings, the use of previous print knowledge, and the development of self-reliant strategies characterized the children's efforts. The theories of James Britton and James Moffett are discussed in light of these observations. The children in this study demonstrated that they were capable of making functional differentiations within their writing--they wrote for a variety of purposes and showed awareness of the necessary conventions for the forms they chose. (Samples of students' writings are included, and interview questions for the child, interview questions for the parent, analyses of children's writing samples, and 86 references are appended. (MM))

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Speeches, Conference Papers, "Papers Presented at..." (150)

Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Cultural Context; Educational Theories; Feminism;

*Literacy; Student Needs; *Womens Studies; Writing (Composition);

*Writing Instruction; Writing Processes; *Writing Research; Writing

Skills

IDENTIFIERS- *Context Dependence; Critical Analysis; Feminist

Scholarship

By adopting the principles of activist education common to women's studies programs--appreciation of the heterogeneous student population and its varied writing needs; simultaneous study of theory combined with active political work; concern for the personal and the political; and a practice of democratic classroom and administrative processes--progressive changes can be made which are necessary for a truly critical literacy to emerge in society. There are two dominant perspectives in literacy research: "literacy-determinant," emphasizing the important cognitive and cultural consequences resulting from the introduction of literacy into society, and "context-determinant," focusing on the potentialities and restraints which the socio-political/cultural environments and institutions impose on individual attempts to acquire literacy. A third perspective, the literacy-context dialectic, reveals how an inadequate analysis of the function of context leads to an ineffectual pedagogy. Dealing with context requires that educators go beyond the narrow confines of the classroom and recognize complex struggles of power and ideology taking place largely through language in other arenas. In composition studies, a more heterogeneous approach, such as that found in many women's studies programs, can counteract the disciplinary tendency to teach expository prose created for and by a homogeneous population of mostly white male writer-subjects living in the subject-centered world of the patriarchal status quo. (Thirty-three references are appended.) (MM)

ED 292 099

CS 211 076

Sklar, Elizabeth S.

College Handbooks and Early Practical Grammars: A Question of Genre.

PUB DATE- Nov 87

NOTE- 10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November

programs. (Appended is a list of organizations and publications available for high school journalism programs, and 14 references are included.) (HTH)

ED 292 113

CS 211 090

Iaccino, James F.; Spirek, Pamela

Pictorial Retention of Plausible vs. Bizarre Images as a Function of Unexpected Recall.

PUB DATE- 88

NOTE- 20p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Encoding (Psychology); *Figural Aftereffects; Long Term Memory; *Perception Tests; Pictorial Stimuli; *Recall (Psychology); Recognition (Psychology); *Retention (Psychology); Schemata (Cognition); Short Term Memory; Visualization; *Visual Learning; Visual Measures; Visual Perception; *Visual Stimuli

IDENTIFIERS- Visual Response System

Previous research has demonstrated that bizarre imagery facilitates long-term recall of noun pairs. A study investigated the effects of bizarreness when more pronounced delays were used. Subjects, 40 introductory psychology students from Illinois Benedictine College, were shown 30 plausible and 30 bizarre scenes at a viewing distance of approximately 380 mm for a period of 10 seconds, asked to rate the pictures on their own image scale, and then given an unexpected recall test, one or two weeks later, based on the pictures viewed. Results demonstrated that bizarre noun pairs were more likely to be recalled than commonplace items with lengthier delays, lending support to the stimulus distinctiveness theory. Results also indicated that bizarre images aided recall only under the extended delay interval. (A table of data and a figure are included.) (JK)

ED 292 114

CS 211 091

Sloan, Glenna Davis

*Writing Instruction; Writing Processes
IDENTIFIERS- *Expressive Writing; Freud (Sigmund); James (William);
Maslow (Abraham); *Self Psychology; Self Schemas

In an attempt to understand what expressive writing means to themselves and to their students, teachers should explore and reflect on various questions regarding expressive writing theories and practices. For many, self-expression is the basis of all serious writing and an important stage in any act of learning, so it is essential to uncover the assumptions that different schools of expressive writing pedagogy make about the self. The psychological theories of Abraham Maslow, Sigmund Freud, and William James have contributed to American notions of self in the 20th century, and their theories present three distinct views of self, which resonate in the composition texts of Ken Macrorie and James Miller. Maslow's concept of self is a unified entity central to the person's being, and its writing pedagogy emphasizes listening to the inner voice this self projects. Freud's view of self is structured into parts which interact with each other, and these interactions--particularly between the conscious and unconscious--form the self. Strategies employed by this pedagogy encourage the writer to free the repressed part of the self in order to find what is natural and true. The "multiple" view of self, as described by James, is like a fluctuating and changing stream, and multiple view pedagogies incorporate this perception of self into their teaching strategies, focusing on stream-of-consciousness writing. Teachers should question whether they are teaching self-discovery under the guise of "expressive writing." (MM)

ED 292 128

CS 211 108

Elbow, Peter

The Pleasures of Voices in the Literary Essay: Explorations in the
Prose of Gretel Ehrlich and Richard Selzer.

PUB DATE- Mar 87

NOTE- 16p.; Paper presented at the Annual Meeting of the Conference
on College Composition and Communication (38th, Atlanta, GA, March
19-21, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Classroom Use -
Teaching Guides (For Teacher) (052) Opinions/Personal

*Peace; Womens Studies
IDENTIFIERS- Feminist Criticism; *National Film Board of Canada;
Nuclear Freeze; *Peace Studies
Studio D of the National Film Board of Canada, a women's film making unit established to make films by, for, and about women, has created a group of five films that effectively develop the argument that women can and must join the effort to bring peace to a nuclear world. The first of these peace films, "If You Love This Planet," consists of words and images from a speech by Dr. Helen Caldicott, author and spokesperson for Physicians for Social Responsibility, which questions the industrial nations' increasing stocks of nuclear arms. "Speaking Our Peace" follows Muriel Duckworth, a Canadian peace activist, through a series of conversations with women in Canada and the Soviet Union which introduce the breadth of women's involvement in peace efforts. Three spin-off films resulted from "Speaking Our Peace": "A Writer in the Nuclear Age: A Conversation with Margaret Laurence"; "Nuclear Addiction: Dr. Rosalie Bertell on the Cost of Deterrence"; and "A Love Affair with Politics: A Portrait of Marion Dewar." All three spin-off films are relatively short (10-27 minutes) and would lend themselves to use in classes or club meetings, and, like the other films, develop the theme that despair is not an appropriate response to a nuclear world, action is, and "ordinary" people can make a difference. (A list of films by Studio D and 17 references are appended.) (MM)

ED 292 142

CS 506 057

Zimmerman, Stephanie

The Rhetoric of Al-Anon: A Burkeian Analysis.

PUB DATE- Nov 87

NOTE- 38p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Alcoholism; Behavior Disorders; *Discourse Analysis; Family Problems; Family Programs; Group Dynamics; Group Membership;

*Organizational Communication; *Rhetoric; *Rhetorical Criticism
IDENTIFIERS- *Al Anon; Alcoholics Anonymous; Pentadic Analysis;

*Rhetorical Strategies; Rhetorical Theory

A study employed a Burkeian framework in order to determine the nature of Al-Anon's rhetoric and evaluate the success of the

interpretations of social scientific work. The goal of systemic therapy is to facilitate change in dysfunctional family systems. By asking questions about various observed or perceived connections between behavior and influences on behavior, a researcher is able to facilitate a change in the way people think about these connections. The use of the Milan systemic ideas helps to celebrate the goals of feminist scholarship and reorient research. This reorientation means rejecting the male tradition of positivistic science which necessarily includes a frame of objectivity where the male norm becomes the observer's perspective. (Footnotes and 37 references are appended.) (MM)

ED 292 156

CS 506 074

Cromwell, Virginia P.

A Review of Marketing's Efforts To Delineate and Empirically Verify Consumers' Pre and Post Decision-Making Processes.

PUB DATE- Aug 86

NOTE- 18p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Consumer Economics; *Decision Making; *Management Information Systems; *Marketing; *Merchandise Information; Merchants; Persuasive Discourse

IDENTIFIERS- Consumer Evaluation; *Consumer Information; *Market Research; Persuasive Strategies

One of the central themes in marketing's consumer research has been that of isolating various desired product attributes that determine consumer purchasing patterns. The best way to identify determinant attributes, however, has become the subject of a controversy that has yet to be resolved. Overall, marketing researchers have generally embraced the multi-attribute nature of consumer decision bases, and have approached both the consumer decision process and satisfaction or dissatisfaction with a product or service from an attitudinal perspective. Thus far, however, results of empirical studies have proven disappointing and inconsistent. One reason marketing studies have not proven more fruitful is that a large number of studies have been based on social models developed by and

enrichment programs, a community forum to survey public opinion on essential issues, reduced unemployment and crime rates, and passage by 69 percent of the electorate of a \$28 million bond for high technology solid waste disposal cogeneration plants. The process has also brought the educational, commercial, and municipal sectors of the community closer together in pursuing common goals. (TE)

ED 292 169

EA 019 654

Spillane, Robert R.

Arts Education Is Not a Frill!

National School Boards Association, Alexandria, VA.

PUB DATE- Sep 87

NOTE- 5p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Journal Articles (080)

DESCRIPTORS- *Aesthetic Education; *Art Education; Cultural Education; Educational Needs; Educational Objectives; Elementary Secondary Education; *Fine Arts; *Humanistic Education; *Humanities Instruction; Language Arts; Literature Appreciation, Music Education; Relevance (Education); Theater Arts

The arts, rather than being just a "frill," are essential to a public school curriculum, because music, painting, poetry, dance, drama, architecture, and the other arts are media of human communication, conceptualization, and innovation. This argument is developed through affirmative responses to five questions: (1) Should education provide the opportunity for students to develop their artistic and creative potential? (2) Should education provide an opportunity for students to study and interpret the literature, drama, music, dance, and visual arts of today's and of previous civilizations? (3) Should education provide the opportunity for all students to learn varied means of expression and communication in order to reinterpret the human condition for future generations? (4) Does education have the responsibility for developing all of an individual's mental resources so that he or she may be a fully functioning human being? (5) Does education have the responsibility for developing literacy in all of the arts and providing intense preparation in at least one of the arts? It is concluded that the arts have a central role to play in the development of educated human beings. (TE)

**Public Schools.
Chicago Panel on Public School Policy and Finance, IL.**

PUB DATE- 87

NOTE- 65p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Tests,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Accountability; Boards of Education; *Budgets; *Citizen Participation; *Compliance (Legal); Educational Improvement; Elementary Secondary Education; *Hearings; Participative Decision Making; Public Schools; School Based Management; *School Budget Elections; School Community Relationship; *School Funds; State Legislation; Urban Schools

IDENTIFIERS- *Chicago Public Schools IL

The 1985 legislation (PA 84-126) creating Local School Improvement Councils (LSIC) and annual local school budget hearings laid the foundation for meaningful citizen involvement in the Chicago Public Schools. This legislation had two components: (1) annual school site budget hearings required in each school in which citizens, parents, and teachers vote on the proposed school budget for the following year; and (2) the creation of LSICs at each public school with specific rights and responsibilities over curriculum, personnel, and budget issues. The major finding of this second assessment is that the Chicago Board of Education has not adequately implemented either component of PA 84-126 and gives little indication that it has any intention of doing so in the future. The second budget hearings were a sham in 1986 and they were a sham in 1987. The administration continues to obstruct the LSICs' ability to function as intended by the legislation. The central recommendation of this assessment is that the Illinois Legislature must hold the board fully accountable to see that this legislation is implemented. Appendices constitute over half of the report and contain hearing results and survey forms. (MLF)

ED 292 184

EA 019 876

Sedlak, Michael; Schlossman, Steven

Who Will Teach? Historical Perspectives on the Changing Appeal of Teaching as a Profession.

RAND Corp., Santa Monica, Calif.

REPORT NO.- ISBN-0-8330-0771-8; RAND/R-3472-CSTP

PUB DATE- Nov 86

This document comprises three sets of papers prepared by a subregional seminar of the Asian Programme of Educational Innovation for Development (APEID). The first chapter is an overview of experiences in orientation and training of key educational personnel in integrated curriculum. Chapter 2 consists of guidelines and checklists for developing training programs and materials. Chapter 3 consists of selected exemplary materials resulting from workshops at the seminar: (1) a training manual from Korea on "Teaching Pleasant Life"; (2) instructional modules on using local, low-cost resources and community participation (Korea), developing questioning skills in environmental studies (Nepal), and principles of the integrated curriculum (Korea); (3) teacher leaflets from Bangladesh on improving pupil enrollment, encouraging community participation in schools, preparing an individual lesson, and identifying and helping physically handicapped children; (4) teacher guides from India on food, good habits, and life of plants and animals; and (5) instructional plans on receiving guests and on food from Thailand. Appended are the agenda of the conference, a list of participants, and a list of documents. (TE)

ED 292 198

EA 019 911

Gibboney, Richard A.

Madeline Hunter's Teaching Machine.

PUB DATE- 86

NOTE- 15p.; Summary of paper first published by the Pennsylvania State Education Association in April 1986 issue of "Voice."

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Acceleration (Education); *Consultants; *Learning

Theories; *Lesson Plans; Models; *Teacher Supervision

IDENTIFIERS- Dewey (John); *Hunter (Madeline); *Pennsylvania

After introducing Madeline Hunter's lesson planning and teacher supervision model, this paper examines the scientific claims made for the model and provides a philosophical critique based on John Dewey's observations about teaching and learning. Although Hunter claims her model is research-based, the paper finds little evidence to support this assertion. Hunter's "scientific" learning theory, which moves swiftly to teaching prescriptions and claims for increased student achievement, is suspect for being based partly on

South Carolina Department of Education Annual Report 1986-1987.
South Carolina State Dept. of Education, Columbia.

PUB DATE- Nov 87

NOTE- 238p.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

Numerical/Quantitative Data (110) Legal/Legislative/Regulatory
Materials (090)

DESCRIPTORS- Adult Education; Curriculum Development; Disabilities;
Educational Administration; *Educational Assessment; Educational
Facilities Planning; Educational Finance; Educational Improvement;
Educational Planning; Educational Research; Elementary Secondary
Education; *Program Evaluation; *State Agencies; *State Departments
of Education; State Federal Aid; State Government; *State Programs;
Statewide Planning; Teacher Certification; Transportation;
Vocational Education

IDENTIFIERS- *South Carolina; South Carolina Department of Education

This annual report for the fiscal year that ended June 30, 1987 is divided into a narrative section and a statistical section. The narrative sections begin with a general progress report by the South Carolina State Superintendent of Education, followed by analogous reports by the Special Assistant for Legal and Legislative Affairs and the Associate Superintendent for Program Improvement. The first major section consists of reports by respective offices of the Division of Instruction and subsections thereof: Office of General Education (Basic Skills and Curriculum Development); Office of School District Accreditation and Assessment; Office of Leadership and School Improvement; Office of Vocational Education; Administration, Planning, and Evaluation; Vocational Programs and Curriculum Development; Office of Programs for the Handicapped; Office of Adult Education; and Office of Federal Programs. Next are reports from the Division of Administration and Planning, including Legal Services; Office of Public Information; Office of Research; Educational Data Center; and Office of Teacher Education and Certification. The Division of Finance and Operations section follows, including reports by the Office of Finance; Office of School Planning and Building; Office of Transportation; Office of School Food Services; Office of Textbooks and Audiovisual Display; Office of Personnel; and Office of Purchasing. The final report is by the Division of Public Accountability. The statistical section follows. It consists of 12 extensive tables and makes up about half of the report. (TE)

involved in guidance services for the gifted, the school guidance program for the gifted, social and educational concerns, career and vocational concerns, gifted underachievers, counseling parents of the gifted, and the future. A chart lists major counseling/instructional functions performed at various grade levels including individual counseling, group counseling, seminars, and classes. Another chart contrasts the role of the counselor in a parent-centered to a school-centered approach and recommends a partnership approach which stresses shared responsibility between parents and counselors. Shortages of scientists and other professionals in South Africa are noted; a better gifted education program is proposed as the remedy. (DB)

ED 292 226

EC 202 008

de K. Monteith, J. L.; de Wet, J. J.
Personality and Other Characteristics of the Underachieving Gifted
Pupil.
PUB DATE- Jun 84
NOTE- 22p.; Paper presented at the International Conference:
Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of
South Africa, June 26-29, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- Assertiveness; Foreign Countries; *Gifted; *High
Achievement; High Schools; *Low Achievement; *Personality; Self
Concept; Student Attitudes; *Student Characteristics; *Study Habits
IDENTIFIERS- South Africa
The study compared gifted achievers (N=50) and underachievers
(N=50) with each other and with average ability achievers and
underachievers. Subjects were obtained from the total standard 10
Afrikaans speaking cohort in the Orange Free State (Republic of
South Africa). Ability/achievement discrepancy scores were
calculated for the entire cohort, and students with the highest
positive discrepancy scores were compared with students with the
highest negative discrepancy scores. Also examined were academic
achievement, study habits and attitudes, personality, school affect
and academic self-concept, and a bibliographic self-report. Among
findings were the following: gifted underachievers were more quilt
prone and less self-assured, more casual, socially less controlled,

develop cognitive and communication skills in severely and profoundly multi-handicapped individuals who are functioning between 0 and 24 months. Based on the principles that communication begins at birth and that educational programming must begin at the point where the handicapped child's sensory and/or motor development deviated from the normal, the curriculum relies on Jean Piaget's developmental theory and J. van Dijk's movement-based model of communication. The following subskills are included: the understanding of cause and effect relationships, the development of object permanence, imitative skills, receptive language skills, and expressive language skills. The curriculum's behavioral objectives are presented sequentially, and each objective is accomplished by an enabling activity and evaluation method. Appendices discuss: methods for assessing visual functioning, auditory functioning, and motor skills; methods of instructional prompting; and the use of microswitches by multiply handicapped individuals. (JDD)

ED 292 242

EC 202 024

Mumford, Thelma

The Development and Implementation of a Program To Improve the Performance of Underachieving Gifted Students.

PUB DATE- Apr 87

NOTE- 122p.; Ed.D. Individual 2 Report, Nova University.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Ability Identification; *Academic Achievement; *Academically Gifted; Aptitude; Critical Thinking; *Educational Counseling; Eligibility; Intermediate Grades; *Intervention; Junior High Schools; Language Arts; Mathematics Skills; *Outcomes of Education; Parent Counseling; Prevention; Program Development; School Districts; State Programs; Test Wiseness; *Underachievement

IDENTIFIERS- *Atlanta Public Schools GA

A program was designed to reduce the academic gap between aptitude and achievement of 150 gifted underachievers in grades 5-8 who had been removed from a Georgia-funded gifted program due to poor achievement test scores and were subsequently enrolled in the Atlanta Public School System's locally funded gifted program. The program also sought to have fewer than 10% of the 1,800 gifted students currently enrolled in the state-funded gifted program be

Patton, Patricia L.; And Others

Transition from School to Work: A Guide for Parents of Learning Disabled Youth.

San Diego State Univ., CA. Dept. of Special Education.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 84

NOTE- 45p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)

DESCRIPTORS- Advocacy; Career Planning; *Education Work Relationship; Employment Potential; Federal Legislation; Job Search Methods; Job Training; *Learning Disabilities; *Parent Participation; Parent Responsibility; Parent Rights; *Parent Role; Secondary Education; Student Educational Objectives; Student Rights; Teacher Responsibility; *Transitional Programs; *Vocational Education
IDENTIFIERS- California; California Master Plan for Special Education; Education for All Handicapped Children Act; Rehabilitation Act 1973

This booklet is designated to help parents in California find training, jobs, and services for their learning disabled children. Information is presented on how to represent their children's vocational education and job training needs and prepare them for vocational opportunities. An introductory chapter outlines the importance of working, the capability of handicapped people to become competent workers, and the parents' role in the transition from school to work. Section 2, "Wheel of Transition," addresses six major issues that contribute to the transition process: independent living skills, social skills, career awareness, the individualized education program, vocational education, and work experience. Sections 3 and 4 cover parent and professional responsibilities and parent and child rights according to the Education for All Handicapped Children Act, the California Master Plan for Special Education, and the Rehabilitation Act of 1973. Also provided are a directory of support groups and resources for parents, tips on looking for a job, a transition check list, and forms for job seeking background information and a 6-year educational/career plan. (JDD)

the goals and objectives of literacy programs must take into account the life circumstances of the participants and strive to move participants out of poverty; (3) participants' viewpoints and life-styles must be considered in planning and implementing programs to reach goals; (4) training of adult literacy teachers is needed; (5) research in literacy is valuable and more is needed; (6) government-produced materials need to be written in simpler language; and (7) since the process of literacy education is a complicated one, policy choices must be made and strategies implemented to link the public, private, and educational sectors in programs to combat illiteracy. (KC)

ED 291 873

CE 049 446

Literacy. LeaderPost Special Report.

PUB DATE- Oct 87

NOTE- 65p.

AVAILABLE FROM- The LeaderPost, 1964 Park Street, Regina, Saskatchewan S4P 3G4 (free).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; American Indians; Educational Needs; Foreign Countries; *Functional Literacy; *Illiteracy; Immigrants; Learning Activities; *Literacy Education; Newspapers; Outcomes of Education; Program Effectiveness; Research Utilization; Secondary Education; *Teaching Methods

IDENTIFIERS- *Canada; *Saskatchewan

This special report is a look at illiteracy across Canada and in Saskatchewan. It includes stories by Peter Calamai, a national correspondent with Southam News, and by Regina Leader-Post reporters Kevin O'Connor, Zena Olijnyk, Ron Petrie, and Beverley Spencer. The publication also includes stories by the Canadian press. Calamai's stories are the result of almost a year of intensive research, based on a national literacy survey by Southam News. Topics discussed in the articles include the following: the survey, who are illiterates, the schools' role, the immigrant, literacy pays, learning behind bars, government gibberish, bluffing it, getting help, a short story, native needs, failed attempts, programs that work, read all about it, making the grade, and

model--specifically, levels of academic integration, social integration, institutional commitment, and goal commitment. Results supported the predictive validity of the Tinto model in identifying potential dropouts among GED examinees as well as for the comparison group. It was found that for GED examinees first-year grade point average was the most important predictor of persistence; institutional commitment was the most important predictor for the traditional high school graduates; and the two groups were not statistically different in the rate of persistence. Results imply that institutions must address facilitation of academic integration, possibly through an effective academic advisement and orientation program. (YLB)

ED 291 888

CE 049 693

Ladner, Robert A.

Educational and Occupational Activities of GED and Conventional High School Graduates in Florida. GED Research Brief No. 8.

American Council on Education, Washington, DC. GED Testing Service.

PUB DATE- Jul 86

NOTE- 9p.; Summary of a report commissioned by the Bureau of Adult and Community Education, Florida Department of Education.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; Career Development; Comparative Analysis; *Educational Certificates; *Employment Patterns; *High School Equivalency Programs; *High School Graduates; High Schools; *Occupational Aspiration; State Surveys; Vocational Followup

IDENTIFIERS- Florida; *General Educational Development Tests

A multidimensional follow-up study of three categories of Florida high school graduates focused on early exit General Educational Development (GED), second chance GED, and conventional graduates. The research provided the first comprehensive overview of the demography, educational experiences, aspirations and post-graduation activities of both GED and conventional graduates and evaluated the difference between normal and GED graduates and between early exit and second chance GED graduates. Telephone interviews were used to collect data from 1,509 graduates (97 percent response). Findings indicated that second chance graduates did less well academically than the others. Motivations for dropping out of high school for GED graduates were career acceleration, academic frustration, problems with school, and

IDENTIFIERS- Australia

These two publications provide abstracts and other information on materials accessed by the National Technical and Further Education (TAFE) Clearinghouse, Australia. Materials include research reports/technical reports, evaluation studies, curriculum materials of an innovative nature (syllabus documents, student materials, textbooks, teachers' guides, audiovisual materials, materials for TAFE teacher education, tests, questionnaires, feasibility studies, catalogues of instructional materials, and bibliographies. Materials are grouped by the six State and two Territory Clearinghouses and the National TAFE Clearinghouse that accessed them. Each document entry includes these components: accession number; author(s); title; publisher, date of publication and pagination; format; availability; price; series; descriptors; identifiers; and abstract. Title, author, and subject indexes are appended. Representative subjects include access to education, adult education, automation, computer-assisted design, computer-integrated manufacture, curriculum development, educational facilities, engineering, engineering drawing, industry, manufacturing industry, needs assessment, vocational education, aboriginal education, apprenticeships, distance education, information networks, trade courses, and women's education. (YLB)

ED 291 902

CE 049 724

Guthrie, Hugh; Krzemionka, Zofia

Distance Education Needs for 16 to 19 Year Olds.

TAFE National Centre for Research and Development, Payneham
(Australia).

SPONS. AGENCY- Commonwealth Tertiary Education Commission, Belconnen
(Australia).

REPORT NO.- ISBN-0-86397-211-X

PUB DATE- 87

NOTE- 148p.

AVAILABLE FROM- Nelson Wadsworth, P.O. Box 4725, Melbourne, Victoria
3001, Australia.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires,
Evaluation Instruments (160)

DESCRIPTORS- Adolescents; *Ancillary School Services; *Distance
Education; *Educational Needs; Foreign Countries; Needs Assessment
Young Adults; *Youth

GRANT- G008620035

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Basic Education; Basic Skills; Bilingual Education; Building Trades; Clerical Occupations; Competency Based Education; Cooks; *Course Content; Educational Resources; *Employment Potential; Instructional Materials; *Job Skills; Printing; *Second Language Instruction; Skill Development; Spanish Speaking; Student Evaluation; Teaching Methods; Vietnamese; *Vocational English (Second Language)

This document describes a project that provided vocational skills and job-specific English-as-a-second-language (ESL) training to Spanish- and Vietnamese-speaking adults in Arlington, Virginia. The four skills areas were clerical, building trades, commercial cooking, and printing occupations. Instruction was based on specific, clearly stated competencies or tasks that described precisely what trainees needed to master in order to be employed. Job-related English instruction was based on communication skills essential to successful job performance in an English-language work environment. The curriculum package's introduction includes lists of competencies and information about instructional procedures, recruitment and referral practices, intake and assessment procedures, support and ancillary services, and job development and placement services and activities. The package also includes detailed course descriptions and sample joint lesson plans for the three courses (vocational, English, and employability skills.) Other sections of the package include a description of the method of instruction; a list of instructional materials, references and resources; and a description of the trainee evaluation process. (KC)

ED 291 916

CE 049 757

Manning, Angella D., Comp.

Searching Jobs through Vocabulary. English-Spanish Version.
Arlington County Public Schools, VA. Employment Training Center.
SPONS. AGENCY- Office of Vocational and Adult Education (ED),
Washington, DC.

PUB DATE- 87

NOTE- 37p.; For related documents, see CE 049 756-758.

LANGUAGE- English; Spanish

EDRS Price - MF01/PC02 Plus Postage.

outline of student learning activities, related diagrams and drawings, and lists of suggested textbooks and references. (MN)

ED 291 930

CE 049 782

Construction Systems. Grades 9-10. Course #8116 (Semester).
Technology Education Course Guide. Industrial Arts/Technology
Education.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of
Vocational Education.

PUB DATE- 88

NOTE- 105p.; For related documents, see CE 049 780-794.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; *Building Systems; *Construction
(Process); *Construction Management; Construction Programs; *Design
Build Approach; Grade 9; Grade 10; *Industrial Arts; Learning
Activities; Learning Modules; Lesson Plans; Secondary Education;
State Curriculum Guides; Systems Analysis; Systems Approach;
Technological Literacy; *Technology

IDENTIFIERS- North Carolina

This guide is intended for use in teaching a course in construction systems. The course, which is intended for students in grades 9 and 10, examines construction technology in terms of a sequential process that includes the planning, building, and servicing of structures. The first two sections discuss the guide's development within the framework of North Carolina's efforts to improve technological literacy and the guide's place as part of an instructional system. A list of the course's major objectives and a course outline are provided next. The remainder of the guide consists of learning modules on the following topics: understanding the different purposes and types of construction technology, starting construction projects, designing a project, preparing to build, setting foundations, building superstructures, installing mechanical systems, finishing the project, and servicing the project. Each module includes information about the length of time needed to complete the module, an introduction to the instructional content to be covered in class, performance objectives, a day-by-day outline of student learning activities, related diagrams and drawings, and lists of suggested textbooks and references. (MN)

Research; *General Education; Graduate Surveys; *High School Graduates; High Schools; *Outcomes of Education; *Program Effectiveness; School Effectiveness; State Surveys; *Vocational Education; Vocational Followup

IDENTIFIERS- *Indiana

By placing its findings within the context of total secondary public education, a followup study of high school graduates indicated the relative effectiveness of vocational, academic, and general secondary school preparation. Data were obtained from 71% of a representative sample (N=466) of 1979 Indiana high school graduates. General program graduates had both the lowest average grade point average and lowest combined scores on the Scholastic Aptitude Test and the Preliminary SAT; academic graduates had the highest. Academic program graduates were least likely to be married, general program graduates the most likely. General program graduates had the highest rate of unemployment, whereas vocational graduates had the lowest. Both the academic and vocational program graduates seemed satisfied with their high school education. All graduates indicated their greatest difficulties as an adult were in the areas of personal life skills and economic and career difficulties. Graduates of all three programs indicated that they would want their children to have more effective relationships with their high school teachers along with more preparation for the real world. Findings showed that the academic and vocational education systems should be refined rather than restructured or abandoned and that general education students needed to be provided with more direction for their lives. (Data tables, methodology, and the follow-up instrument are appended.) (YLB)

ED 291 944

CE 049 801

Arruza, Andrew; Daniel, Marcia

Retention through Counseling: Counseling the ABE Student.

Stanly Technical Coll., Albemarle, NC.

SPONS. AGENCY- North Carolina State Dept. of Community Colleges,

Raleigh.

PUB DATE- 30 Jun 87

NOTE- 162p.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Adult Basic Education; *Adult Counseling; Adult

Crow, Dennis W.; And Others

A Step-by-Step Guide to Integrating Science Concepts and Vocational Skills in the High School Classroom: The Sandy Union High School Experience.

Sandy Union High School District 2, OR.

SPONS. AGENCY- Oregon State Dept. of Education, Salem.

PUB DATE- Sep 86

NOTE- 14p.; This document is printed on tan-colored paper.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Advisory Committees; *Curriculum Development; *Environmental Education; *Fused Curriculum; High Schools; *Interdisciplinary Approach; Program Development; Program Evaluation; Program Implementation; Records (Forms); Science Activities; *Science Curriculum; Teacher Selection; *Vocational Education

IDENTIFIERS- *Sandy Union High School District 2 OR

This guide is intended for use by vocational instructors wishing to integrate environmental science concepts and vocational skills in their high school classrooms. The first section recounts the process of developing an integrated environmental science-vocational education program at Sandy Union High School in Sandy, Oregon. Planning a combined program is the subject of the second section, which explains the processes involved in the following four program planning steps: conducting a survey, brainstorming with teachers, zeroing in on a "combined course," and surveying students. Criteria for selecting teachers are discussed next. The importance of selecting teachers who (1) can be flexible, (2) are compatible with teachers who are not from their own discipline, (3) have solid backgrounds in their own field, and (4) are student-directed in the sense that they consider student outcomes to be central to instruction, is one of the keys to success. A section on overseeing the program stresses the crucial nature of community support and explains the advantages of having a program advisory committee. Guidelines for assessing the program's success are presented. A sample completed topic analysis, breakdowns of the science and vocational skills addressed in the student/project goals, and a sample environmental science questionnaire and student profile instrument are included. (MN)

departments. Penetration of accreditation into the area of employer-provided training has, to date, been very limited in relation to the total amount of such training provided. Although an increase in the number of programs accredited is anticipated, the rate of increase is not expected to be very great. It appears that a policy of awarding industry credit would reflect the objectives and nature of most employer-provided training in a way that college credit can never do. (Appendixes include an outline of the conduct of the study and recommended accreditation program policies and procedures.) (MN)

ED 291 971

CE 049 870

Pratzner, Frank C.

Vocational Teacher Education: A Survey of Preservice and Inservice Preparation.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 87

NOTE- 200p.

GRANT- G008620030

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Basic Skills; *Beginning Teachers; Classroom Techniques; *Educational Improvement; Educational Needs; *Exceptional Persons; Program Effectiveness; Secondary Education; Teacher Attitudes; *Teacher Education; Teacher Qualifications; Teaching Methods; Vocational Education; *Vocational Education Teachers

In order to measure the preservice and inservice preparation of vocational education teachers, a mail survey was conducted of beginning vocational teachers' perceptions of their competencies and preparation for teaching--especially their preparation for teaching basic skills and special student populations. The survey population included 740 beginning teachers (a 32 percent response), 69 preservice preparation programs (a 61 percent response), and 530 local school administrators or mentors (a 23 percent response). The study found that vocational teacher preservice preparation gives little or modest attention to preparation for teaching basic skills and special student populations. The majority of beginning

Hutchinson, Roger L.; And Others

Effects of an Intake Interview on Clients' Anxiety and Depression.

PUB DATE- 18 Dec 87

NOTE- 21p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (58th, Chicago, IL, May 8-10, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Anxiety; *Client Characteristics (Human Services; *Counseling Services; *Depression (Psychology); Higher Education; *Interviews

It has generally been accepted that brief interactions with counselors can provide significant mood or symptom improvements in potential psychotherapy clients. Of primary importance appears to be the reduction of anxiety and depression and, consequently, the activation of hope which may be triggered simply by the act of being interviewed by a mental health worker and the anticipation of future professional care. It is possible, however, that the importance of a single intake interview has been overrated. To examine this issue, 126 individuals who sought counseling at a university counseling practicum clinic were told they would be assigned to a counselor other than the intake counselor when one became available. Subjects completed demographic questionnaires and checked and rank ordered their perceptions of presenting problems. Subjects were assigned to one of two treatments, receiving either an assessment battery consisting of the Beck Depression Inventory and the State-Trait Anxiety Inventory-State for an intake interview first. The results revealed no significant differences in client anxiety or depression as a result of the experimental manipulation. Anxiety and depression were not decreased as the result of intake interviews. These findings have implications for clinic directors who must decide when to conduct intake interviews with clients on a waiting list. (NB)

ED 291 985

CG 020 592

Brooks-Gunn, J.; And Others

The Impact of Pubertal and Social Events upon Girls' Problem Behavior.

SPONS. AGENCY- Grant (W.T.) Foundation, New York, N.Y.; National

Catastrophic Health Costs: Broad Problem Demanding Equally Broad Solution. Joint Hearing before the Select Committee on Aging, House of Representatives and the Special Committee on Aging. United States Senate, One Hundredth Congress, First Session... 2 Volumes. Congress of the U.S., Washington, D.C. House Select Committee on Aging.; Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.

REPORT NO.- House-Comm-Pub-100-618; House-Comm-Pub-100-623;
Senate-Comm-Pub-100-2

PUB DATE- 28 Jan 87

NOTE- 148p.; Several pages of text and most tables contain print too small to reproduce clearly.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Chronic Illness; *Federal Legislation; Financial Problems; *Government Role; *Health Care Costs; *Health Insurance; Hearings; Older Adults

IDENTIFIERS- *Catastrophic Health Insurance; Congress 100th

This document contains the text of a Congressional hearing called to explore the issues of catastrophic health care coverage and to examine the responsibilities of Congress in responding to this issue. In his opening statement, Representative Edward Roybal presents H.R. 200, the "USHealth" legislation introduced to deal with catastrophic health care costs. The text of the bill is given. Opening statements are also included from Senators John Melcher, John Heinz, John Glenn, Harry Reid, Richard Shelby, Charles Grassley, and William Cohen and from Representatives Matthew Rinaldo, John Paul Hammerschmidt, and Christopher Smith. The testimony of Secretary Otis Bowen, the sole witness appearing at the hearing, presents the Reagan Administration's recommendations and his own personal recommendations on the issue of catastrophic, acute, and long-term care. A White House press release on the President's initiative on catastrophic illness coverage and follow-up questions and answers by Secretary Bowen are appended. Volume II of the document contains additional material received for the record from Senators Bill Bradley, Larry Pressler, John Chafee, Dave Durenberger, and Alan Simpson; and from Representatives Mario Biaggi, Mike Synar, Robert Borski, Thomas Manton, Tommy Robinson, Ralph Regula, Thomas Tauke, Jim Saxton, Harris Fawell, and Bill Schuette. Statements from the Blue Cross and Blue Shield Association, the American Psychiatric Association, and Senator Joe Stern from the California Senior Legislature are appended. (NB)

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Battered Women; Client Characteristics (Human Services); Community Services; Criminals; *Decision Making; Extended Family; *Family Violence; Human Services; Influences; Pregnancy; Residential Programs; Socioeconomic Status; Time IDENTIFIERS- *Help Seeking; *Shelters

Wife abuse is a social problem that confronts all sectors of the human services network. It is not known what life factors influence an abused wife's initial choice to leave home and seek help in a shelter agency or to stay home and seek help in a non-shelter agency. This study was conducted to examine the relative importance of various factors associated with where an abused wife initially turns for service in the community. Women (N=75) who entered a shelter for abused wives were interviewed concerning the type of initial contact for help they made and five independent variables: abuse patterns in their family of orientation, their husband's criminal assault record, pregnancy, socioeconomic status, and the length of the marriage. The results revealed that 16 respondents had initially sought help from the shelter, while the remaining 59 women had initially contacted a variety of community resources as their initial source of help. Data analysis revealed no statistically significant relationship between initial source of help and four of the five independent variables. Length of marriage appeared to influence the behavior of abused wives. The abused wife who had been married for 5 years or longer was found to be more likely to seek help initially at a shelter than was the abused wife who had been married for less than 5 years. The decision of where to seek help initially appears to be the result of a complex interplay of factors, the length of the marriage being only one of those factors. (NB)

ED 292 014

CG 020 621

Hutchinson, Roger L.; Spangler, Sharon L.
Children of Divorce: Facilitating Well-Being.

PUB DATE- 18 Dec 87

NOTE- 17p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (58th, Chicago, IL, May 8-10, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)

description of the current standards and procedures which apply to obtaining voluntary and involuntary care and treatment for the mentally ill within the civil court system. Part IV provides a brief description of the current statutory procedures which apply to receiving mental health treatment within the criminal justice system. (NB)

ED 292 028

CG 020 635

Rose, Laura

Mental Health Services in Wisconsin. Staff Brief 86-8.

Wisconsin State Legislative Council, Madison.

PUB DATE- 16 Jul 86

NOTE- 53p.; Some tables contain small print.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- Client Characteristics (Human Services); *Community Services; *County Programs; *Financial Support; *Mental Disorders; *Mental Health Programs; *State Programs

IDENTIFIERS- Wisconsin

This report, written for the Wisconsin State Legislative Council's Special Committee on Mental Health Issues, describes mental health services in Wisconsin. Part I summarizes the state and county organizational structures and responsibilities for mental health services and provides an introductory summary of funding sources for those services. Part II discusses inpatient mental health services provided through specialty hospitals, psychiatric units at general hospitals, and nursing homes. It includes information on service requirements, numbers of patients served, patients' lengths-of-stays and diagnostic categories, and county expenditures for services. Part III describes outpatient, residential, and other community-based mental health services. It includes information on the types of services and programs provided, numbers of clients served, clients' diagnostic categories, and county expenditures for services. Part IV discusses funding sources and amounts for county expenditures for mental health services in Wisconsin and for the state operation of Mendota and Winnebago Mental Health Institutes. Twelve tables are included, and five appendices provide data on inpatient, outpatient, sheltered employment and residential programs expenditures by county mental health boards as well as types of community services for which fees are exempt, optional, or mandatory. (NB)

Adler, Nancy E.; And Others

Understanding Adolescent Contraceptive Choice: An Empirical Test.
SPONS. AGENCY- National Inst. of Child Health and Human Development
(NIH), Bethesda, Md. Center for Population Research.

PUB DATE- Aug 87

NOTE- 9p.; Paper presented at the Annual Convention of the American
Psychological Association (95th, New York, NY, August 28-September
1, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adolescent Development; *Adolescents; Cognitive
Development; Cognitive Processes; *Contraception; *Decision Making;
*Logical Thinking; Problem Solving

Research using expectancy models has shown contraceptive choice among adults to be a rational process in that intentions and behaviors reflect an individual's beliefs, values, attitudes, and perceptions of social norms. This study examined whether such an approach could accurately represent adolescents' contraceptive decision-making. It used the model of reasoned action developed by Fishbein and Ajzen (1980) to examine intention to use each of four methods of birth control (pill, condom, diaphragm, and withdrawal) in the next year. Adolescents (N=505) seeking health care from either a university adolescent medicine clinic or an adolescent clinic of a large health maintenance organization were interviewed regarding their beliefs, values, and intentions regarding contraceptive use. Analyses were performed separately for the four groups of sexually active/inactive males and females. The results support the utility of the model in the adolescent sample. For sexually active and inactive females, beliefs about the consequences of use of each method and evaluations of those consequences were significantly related to subjects' global attitude or overall attitude about using the contraceptive. For males, these relationships were significant for three of the four methods. The findings suggest that adolescents do engage in a rational process in making contraceptive choices and that these relate to their intentions as well as their behaviors. (NB)

instructional strategies, including role playing, book talks, and sustained silent reading periods. Other units detail curriculum design, staffing, materials, and scheduling, and the section on evaluation presents a sample library skills quiz, a year-end student assessment form, and teacher, teacher/librarian, and parent evaluation forms. Suggestions for parents are provided in the appendix, and 34 end notes are attached. (MM)

ED 292 057

CS 009 060

New Directions in Reading Instruction.
International Reading Association, Newark, Del.
REPORT NO.- ISBN-0-87207-796-9

PUB DATE- 88

NOTE- 19p.; Small print and/or tinted paper may affect legibility of portions of this paper;

AVAILABLE FROM- International Reading Association, 800 Barksdale Road, P.O. Box 8139, Newark, DE 19714-8139 (No. 796, \$2.95 members, \$3.95 nonmembers).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Directed Reading Activity; Metacognition; Reader Response; *Reader Text Relationship; Reading Assignments; *Reading Comprehension; *Reading Processes; *Reading Research; *Reading Skills; Reading Strategies; Student Role; Teacher Role; Teaching Methods; Theory Practice Relationship

IDENTIFIERS- Directed Reading Thinking Activities; Vygotsky (Lev S)

By providing definitions of key concepts, outlines of major models, and practical suggestions for classroom implementation, this pamphlet gives teachers access to current research on the interactive model of reading. The topics covered include: Vygotsky's learning theory, metacomprehension, prior knowledge, chapter mapping, cooperative learning, modeling teaching strategies, the directed reading thinking activity, question/answer/relationships, the Frayer Model, strategic reading, summarizing, inferencing, informed strategies for learning, reciprocal teaching, graphic organizers, semantic feature analysis, and semantic mapping. (Forty-seven references are attached.) (ARH)

IDENTIFIERS- *Direct Teaching Model; *Reciprocal Teaching

A study investigated the development of metacognitive strategy instruction on standardized reading comprehension measures with fourth grade students. Forty-one subjects were assigned to one of three criterion reading groups, based on pretest scores using the Stanford Diagnostic Reading Test (SDRT) and the Wide Range Achievement Test: (1) "GOOD/GOOD" (students with above average reading comprehension and above average word recognition), (2) "GOOD/POOR" (students with below average reading comprehension but above average word recognition), and (3) "POOR/POOR" (students with below average reading comprehension and word recognition). The subjects were involved in three phases of instruction using the direct teaching method: (1) students were first taught individual strategies of prediction, clarification, question generating, and summarizing; (2) the researcher then used the direct teaching model with the reciprocal teaching methodology; and (3) finally, reciprocal teaching methods were applied within the content area of social studies. Results indicated that for the "GOOD/POOR" group, metacognitive strategy training with reciprocal teaching significantly influenced reading comprehension, suggesting that for this type of reader direct instruction of needed strategies can improve reading comprehension. (Twenty-three references are appended.) (MM)

ED 292 071

CS 009 075

Garmston, Robert; Zimmerman, Diane

Beyond Recipe: Leading Edges for Teaching Spelling.

PUB DATE- 87

NOTE- 8p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Elementary Education; Learning Strategies; Skill

Development; *Spelling Instruction; Teacher Role; Teaching Methods;

*Visualization; *Visual Learning

IDENTIFIERS- Spelling Growth

A good spelling teacher teaches by "taste" rather than by "recipe": instead of strictly adhering to procedural outlines, good teachers alter their lessons according to students' needs. In addition, good teachers: (1) recognize the importance of visualization for spelling; (2) understand the two kinds of visualization--for

McKeough, Anne M.

Horizontal Structure: A Neo-Piagetian Analysis of Structural
Parallels across Domains.

PUB DATE- Jul 87

NOTE- 19p.; Paper presented at the Biennial Meeting of the Society
for the Study of Behavioral Development (9th, Tokyo, Japan, July
12-16, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- Age Differences; Child Development; *Cognitive
Development; Cognitive Processes; *Cognitive Structures; Concept
Formation; *Conservation (Concept); Developmental Psychology;
*Developmental Stages; Developmental Tasks; Elementary Education;
Memory; *Piagetian Theory; Problem Solving; Schemata (Cognition)
IDENTIFIERS- *Neo Piagetian Theory; Piagetian Stages; Story Structure

An analysis of children's narrative composition and art revealed
concurrent development at both a general structural level and at a
fine-grained detail level. A three-part study investigated whether
this general cognitive pattern would be maintained across a
different range of tasks: literary composition, scientific
reasoning, and working memory. In the first part of the study,
subjects, 80 children (aged 4, 6, 8, and 10 years, selected from a
middle socioeconomic population) who had average to high-average
scholastic ability, were asked to make up individual stories about
a child their own age who has a problem to solve. In the second
part, the same subjects were presented with a balance beam
apparatus and asked to predict and to explain the resting position
of beam when weights were placed in varying amounts. In the third
part, the children were given the Mr. Cucumber Working Memory
Measure. Results supported the previous notions that children's
cognitive development proceeds through the same sequence of steps
in a given domain and that children go through the same sequence
during the same range. At the group level, performance on the three
tasks was shown to be structurally equivalent and statistically
indistinguishable, and, although the performance of individual
subjects revealed more variation, the same general pattern held.
(Three sets of figures are included.) (JK)

20-25, 1987);

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Grammatical Acceptability; Higher Education;

*Instructional Materials; Language Research; Linguistics; Textbook

Evaluation; *Traditional Grammar; *Traditionalism

IDENTIFIERS- Grammarians; Historical Background; Textbook Errors

An examination of the history of the practical grammar, of which the college handbook is the modern reflex, reveals why the grammar handbook is so stubbornly resistant to changes in linguistic theory, usage, or ideology. First, codifying English grammar and producing texts for teaching English grammar to school children during the eighteenth century was in the hands of amateurs or schoolmasters, rather than those concerned with linguistic theory. This disjunction between linguistics and school grammars came about because the producers of grammars were rarely trained linguists, and because the usual requirements for authorial originality have been waived for producers of grammars. Thus there has traditionally existed neither the means nor the necessity for external forces to shape the making of grammars. Approaching the pedagogical grammar from this generic perspective reveals some interesting ramifications: (1) the oft-described "conservatism" of the school grammar is more etymological than ideological; (2) as a result of its generic self-referentiality, the modern grammar is a veritable pantry of anachronisms; and (3) even minor modifications within the pedagogical grammar, when they occur at all, are accomplished at a glacial pace. Research that is "informed by awareness of the past"--awareness of the inherent and long-standing constraints of the pedagogical grammar as a genre--should facilitate the production of a more flexible vehicle, one capable of responding to current thinking and serving current needs. (NH)

ED 292 100

CS 211 077

Weissberg, Robert

Information Transfer in the Teaching of Academic Writing.

PUB DATE- May 87

NOTE- 14p.; Paper presented at the Conference of the National

Association for Foreign Student Affairs (Long Beach, CA, May 26-29 1987).

LANGUAGE- English

Only Connect: How Literature Teaches Children To Read and Write.

PUB DATE- Nov 87

NOTE- 15p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Basal Reading; Beginning Reading; Childhood Attitudes; Childrens Literature; *Early Reading; Elementary Education; Prereading Experience; Reading Improvement; *Reading Instruction; Reading Interests; Reading Materials; Reading Material Selection; Reading Teachers; Reading Writing Relationship; Student Writing Models

IDENTIFIERS- *Reading Motivation

Memorable language that delights children, makes them laugh or gasp, or causes them to ponder and wonder is the literature that will begin the process of teaching them to read and write. Literature is meant to connect, not with reason primarily, but with readers' and listeners' imaginations and emotions, and in the case of poetry, with something even more basic, their sense of rhythm. Although children may know how to read, whether they actually read or not depends on how early experiences with print have made them feel. Good stories can begin to teach children to read and to write simply because, if they are gripping enough, they will make them want to read them for themselves and eventually to write them. Good stories for children are those in which strong and interesting characters are involved in dramatic, adventurous, or humorous action. Another way literature can teach children how to read and write is through its predictable patterns and repetitions. The predictability and repetitions confirm a child's intuitions about how language works. The best stories, poems, and informational pieces will teach children to love what words can do, and to care about words is the first step in learning to read and write. (Twenty-three references are attached.) (JK)

ED 292 115

CS 211 092

Butler-Nalin, Kay

How Composing Aloud and Computer Composing Influence Composing Processes.

Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Authors; Higher Education; *Literary Criticism;
*Literary Devices; Literary Styles; Literature; Narration; Reading
Writing Relationship; *Rhetorical Invention; Writing Instruction;
Writing Skills
IDENTIFIERS- *Author Text Relationship; Narrative Text; Text Factors;
*Voice (Rhetoric)
Voice is a useful critical concept for studying texts, and can be
classified into three types: (1) audible voice--how much the reader
"hears" the text; (2) dramatic voice--what kind of speaker or
writer is implied in the text; and (3) one's own voice--the
relationship of the text to the actual writer. Written language is
more likely to be heard if it uses the syntax, rhythms, and
word-choice characteristic of speech. Certain textual clues, such
as short simple sentences or sentences which give the sense of
mental activity, also call attention to the audibility of a text.
The dramatic dimension of a text can derive from the audible voice,
but even in the absence of an audible voice, the voice of the
implied author is present. There are three aspects to one's own, or
the actual writer's, voice: (1) a distinctive, recognizable voice;
(2) "having a voice" or "having the authority to speak"; and (3)
"authentic voice" or resonance, meaning the relationship of the
text to the real author as opposed to the implied author. The
writings of Gretel Ehrlich and Richard Selzer effectively
illustrate all senses of voice. (Sixteen references are appended.)
(MM)

ED 292 129

CS 211 109

Price, Marian

Reader Response in the Teaching of Composition.

PUB DATE- Feb 87

NOTE- 17p.; Paper presented at the Annual Meeting of the Florida
College English Association (Ocala, FL, February 6, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Guides/Methods/Techniques (For Practitioners) - Classroom Use -
Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Critical Reading; Essays; *Freshman Composition; Higher
Education; Literary Criticism; Peer Groups; *Reader Response;
Student Writing Models; Teacher Student Relationship; Teaching
Models; *Writing Processes

organization's rhetorical strategies in appealing to the co-alcoholic population that it addresses. According to Kenneth Burke, a message is persuasive if the audience perceives a commonality with the central beliefs of the rhetor. This commonality may be predicted by analyzing the order and dominance of the five factors that comprise every verbal message: agent, agency, scene, act, and purpose. Examination of the rhetoric of Al-Anon reveals that the dominant rhetorical factor is the agent, the alcoholic, whose activities perpetuate or change the situation. Analysis of the membership of Al-Anon reveals that most Al-Anon members have worldviews that are typically associated with a conservative political philosophy: they adhere to traditional models of men's and women's roles, they have a strong belief in God, and they believe that individuals must "pull themselves up by their bootstraps" to improve their lot in life. The general absence of professionals, minorities, or those without strong religious affiliations can be explained by other studies which have shown that those whose political beliefs are conservative tend to follow agent-dominated philosophies (such as Al-Anon's). Rhetorical analysis suggests that Al-Anon's persuasive appeal is limited to audience members who share the organization's worldview. (Fifty-eight references are appended.) (ARH)

ED 292 143

CS 506 058

Kane, Peter E.

Western Culture in Japanese Film: Kurosawa's "Throne of Blood" and "Ran."

PUB DATE- Oct 87

NOTE- 7p.; Paper presented at the New York Conference on Asian Studies (Brockport, NY, October 2-3, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Content Analysis; *Cultural Context; Drama; *Film Criticism; Film Study; Foreign Countries; *Foreign Language Films; Intercultural Communication; Playwriting

IDENTIFIERS- Filmic Styles; Japan; Japanese Culture; King Lear; *Kurosawa (Akira); Macbeth; Shakespeare (William); *Throne of Blood
Akira Kurosawa, the most popular Asian film maker with audiences in the United States, has found in William Shakespeare's plays themes and plots that resonate within Japanese culture. While the

for social psychology and provide little guidance for marketing studies. In the absence of agreed-upon theory, investigations frequently differ in model conceptualization, semantics, measurement and analysis methods, criteria, and conclusions. Another difficulty is the lack of agreement concerning precisely what is meant by consumer satisfaction. This absence of uniformity in definition, plus the lack of empirically verifiable approaches to investigation, make it clear that, although some effective research has been conducted, continued research is necessary. (Seventy-three references are attached.) (NH)

ED 292 157

CS 506 075

Johnson, John R.; Kusmierek, Lori A.

Evaluation Research Practices among Human Resource Training Consultants.

PUB DATE- Nov 87

NOTE- 34p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8, 1987). Smudged print may affect legibility.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Communication Skills; Corporate Education; Instructional Effectiveness; Professional Continuing Education; Program Effectiveness; *Program Evaluation

IDENTIFIERS- Human Resources Professionals

A study examined the frequency and type of evaluation research methods used by human resource training consultants. A random sample of 106 human resource (HR) training consultants were surveyed and asked to respond to a series of questions concerning the evaluation practices they used in planning, implementing, and assessing communication training programs. Findings suggest that: (1) HR consultants, for the most part, did not conduct needs analyses while planning communication training programs; (2) the majority of HR consultants did collect data on trainees' attitudes toward communication training programs; (3) the majority of HR consultants did not measure changes in cognitive, affective and psychomotor behaviors or job performance that may occur as a result of participation in communication training programs; (4) experimental and quasi-experimental designs were used by only a very small percentage of HR consultants; and (5) cost benefit

ED 292 170

EA 019 689

Sirotnik, Kenneth A.

The School as the Center of Change. Draft.

PUB DATE- Jul 87

NOTE- 44p.; Paper presented at the Brackenridge Forum for the Enhancement of Teaching, Southwestern Bell Invitational Conference (San Antonio, TX, August 18-21, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Decentralization; *Educational Change; Educational History; *Educational Improvement; Educational Innovation; *Educational Philosophy; Elementary Secondary Education; Interprofessional Relationship; Participative Decision Making; *School Based Management; *School Organization; School Supervision; State School District Relationship

Although most attempts to effect school reform have been initiated from the top down, an alternative paradigm of educational reform has emerged: the idea that educators in schools must become empowered agents in their own school improvement processes. This paper explores this new paradigm, arguing that schools are both the objects and arenas of educational improvement. The argument is divided into three "strands": the epistemological strand, which examines past and present epistemological claims for how knowledge is both generated and acted upon; the organizational strand, suggesting that to understand the dynamics of school-based change, one must understand the structure and function of schools as organizations; and the experiential strand, which reviews the history of attempts to make fundamental changes in schools. These discussions lead to the conclusion that schools, to become centers of change, must become centers of critical and self-reflective inquiry into educational processes. Extensive notes are included. (TE)

ED 292 171

EA 019 734

NOTE- 61B.
AVAILABLE FROM- Publication Sales, The Rand Corporation, 1700 Main
Street, P.O. Box 2138, Santa Monica, CA 90406-2138 (\$4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational History; Educational Trends; Elementary
Secondary Education; Feminism; Futures (of Society); Public
Schools; Social Background; Social Class; Socioeconomic Status;
*Standards; Tables (Data); Teacher Characteristics; Teacher
Education; *Teacher Qualifications; *Teacher Salaries; Teacher
Shortage; *Teaching (Occupation)
IDENTIFIERS- *Professionalism

This report examines, from a historical perspective, the desirability of teaching as a career. It focuses first on the reward structure in teaching, and second on the social origins and composition of the teaching force. The goals of the study are to lay out the rough chronological boundaries of several notable long-term trends and to isolate vital information and apparent major historical transition points to guide future case-study research. Section I introduces and provides an overview of key issues raised in the study. Section II examines the evolution of financial incentives for teachers, from approximately 1910 to the present, focusing particularly on the appeal of economic rewards to different constituencies. Section III analyzes changes in the social origins and composition of the teaching force, focusing on gender, social class, and academic preparation and qualifications. Finally, section IV selectively reviews recent developments and elaborates on some of their policy implications for raising professional standards and overcoming the developing teacher shortage. The report concludes that the women's movement appears to have opened up new prospects for the professionalization of teaching. Eight pages of references are appended. (MLF)

ED 292 185

EA 019 880

Storey, Vernon J.
Building Administrator Skill in a Learning Community.
PUB DATE- Sep 87
NOTE- 17p.; Paper presented at the Annual Meeting of the Australian
Education Society (Perth, Australia, September 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

higher cognitive processes. Dewey held that psychological learning theory is not really scientific until tested and proven in educational practice. The links that Hunter infers between learning theory and teaching have not been substantiated. When viewed through the lens of Dewey's theory of learning and teaching, the Hunter model seems to be mechanistic rather than intellectual, to value teaching over learning, to view teachers as technical decision-makers rather than intelligent practitioners of a complex art, to be accepting of the educational status quo, and to offer an incomplete account of learning and teaching dynamics. One appeal of the Hunter model is its supposed simplicity and suitability for school organizations modeled after factories. The paper deplors the Hunter model's proliferation in Pennsylvania and suggests that ideas should always precede practice. Included are 13 references. (MLH)

ED 292 199

EA 019 912

Guzzetti, Barbara J.

Adaptations of School Effectiveness Research to Practice: A Case Study.

PUB DATE- Oct 85

NOTE- 20p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Jackson Hole, WY, October 10-12, 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; Educational Assessment; Elementary Secondary Education; Inservice Education; Instructional Innovation; *Instructional Leadership; Predictor Variables; Program Effectiveness; *Program Implementation; Research Needs; *School Effectiveness; Teacher Administrator Relationship; *Theory Practice Relationship; *Time on Task

This case study of a Colorado school district sought to assess the process and outcomes of administrative leadership in implementing school effectiveness research on time-on-task classroom strategies. The study examines the interrelationship of conditions bearing upon the change effort and focuses on those changes affecting the district's personnel, policy, and procedures. The district's program emphasized two related variables that characterize

Fullinwider, Robert K.

The Reverse Discrimination Controversy. A Moral and Legal Analysis.
Maryland Univ., College Park. Inst. for Philosophy and Public Policy.
REPORT NO.- ISBN-0-8476-6901-7

PUB DATE- 80

NOTE- 309p.

AVAILABLE FROM- Publications, Institute for Philosophy and Public
Policy, 0123 Woods Hall, University of Maryland, College Park, MD
20742 (\$12.50 paperback--ISBN-0-8476-6901-7; \$31.50
hardcover--ISBN-0-8476-6273-X).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials
(070) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Affirmative Action; *Civil Rights; Constitutional Law;
Court Litigation; Desegregation Methods; Discriminatory
Legislation; *Equal Opportunities (Jobs); Ethics; Ethnic
Discrimination; *Legal Problems; Legal Responsibility; Racial
Balance; *Racial Discrimination; *Reverse Discrimination; Social
Desirability; Social Integration

This book has two principal aims: to clarify the topical and controversial issue of reverse discrimination and to reach some conclusions about the rights and wrongs involved in this issue. Focusing mainly on preferential hiring, the book explicitly and extensively addresses the law and the institutional context of the issues. Examination of the types of arguments used in defense of preferential hiring and of such concepts as compensatory justice, rights, social utility, distributive justice, and equal opportunity leads up to a detailed discussion of Title VII of the Civil Rights Act of 1964 and Executive Order 11246 (1965), which established affirmative action programs. The book also examines the Supreme Court's approach to the "equal protection" clause of the 14th Amendment and shows how the Court's doctrine can make room for constitutionally permissible uses of race, including racially preferential hiring. The final part of the book presents a moral theory of constitutional equality that accommodates much of the Supreme Court's doctrine and justifies the occasional use of race in social policy. The conclusion reached is that there is no absolute principled (constitutional) bar to some kinds of reverse discrimination, but that such practices may still be morally

gifted achievers. Both average groups were more timid and less venturesome than the gifted groups with both groups of underachievers being more timid and less venturesome than achievers. Substantial differences between achieving and underachieving gifted pupils were found in all study habit and attitude variables except study time, suggesting less efficient study methods by underachieving students. Work methods of both gifted groups were superior to those of average students. Gifted underachievers had a less favorable attitude toward school and a poorer academic self-concept. (DB)

ED 292 227

EC 202 009

Smith, Ellen

Identifying and Nurturing Giftedness in the Creative Learning Environment of Ellerton Primary School.

PUB DATE- Jun 84

NOTE- 13p.; Paper presented at the International Conference: Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Acceleration (Education); *Creative Development; *Creativity Tests; Elementary Education; Enrichment; Foreign Countries; *Gifted; *Identification; Motivation; *Resource Room Programs; Self Actualization; *Student Characteristics

IDENTIFIERS- *Renzulli Scale Behavioral Charac Superior Students; Revolving Door Identification Model; South Africa

The internationally accepted definition of gifted children includes a range of factors that contribute to giftedness, but makes no mention of the child's motivation, capacity for self-initiation, or ability to work independently. Using the current definition, schools and teachers remain bound to gifted identification based on academic achievement and high IQ ratings. Creative ability should always be one of the bases for identifying gifted children. Ellerton Primary School in South Africa has used the Renzulli Scale for Rating the Behavioral Characteristics of Superior Students as an identification model. It obtains teacher ratings of the pupil's characteristics in the areas of learning, motivation, creativity.

17 educational intervention programs: (1) student counseling; language arts, and mathematics skills; (2) student counseling; and (3) parent counseling. After intervention, 110 of the 150 students from the locally funded gifted program met the state eligibility achievement criterion and were reenrolled in the state-funded program for the gifted, while only one of the 180 students enrolled in the state-funded program was terminated and placed in the locally funded gifted program. (Author/JDD)

ED 292 243

EC 202 025

Allen, Liz

Like Other Children.

Centre for Studies on Integration in Education, London (England).

REPORT NO.- ISBN-0-946828-13-X

PUB DATE- Oct 87

NOTE- 17p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adjustment (to Environment); Administrator Attitudes; Admission (School); *Downs Syndrome; Educational Diagnosis; Educational Legislation; Educational Therapy; Elementary Education; Foreign Countries; *Mainstreaming; Needs Assessment; *Parent Participation; Parent School Relationship; *School Choice; School Districts; School Policy; Special Education; Student Evaluation; *Student Placement; Teacher Attitudes

IDENTIFIERS- *Education Act 1981 (England); *England

This pamphlet chronicles the study of Kirsty Arrondelle, an 11-year-old girl with Down's Syndrome, focusing on her attendance at a local infants school in Berkshire (England), her later acceptance at a primary school in Hertfordshire, and her preparation for transfer to secondary school. It details the struggle of Kirsty's parents to have her mainstreamed in ordinary schools, in their belief that her special educational needs should not be seen as separate from her personal and social needs. Discussed are Kirsty's special educational programming; the resources allocated for her special needs by the local education authorities; the lengthy process required for formal assessment of her special educational needs as provided for in the 1981 Education Act; and opinions and attitudes of her teachers, other education professionals, and local school authorities. (JDD)

Handicapped Persons' Rights under Federal Law. Information for Those Who Have Rights and Responsibilities under Section 504 of the Rehabilitation Act of 1973.

Office for Civil Rights (ED), Washington, DC.

PUB DATE- Jan 87

NOTE- 19p.; For Spanish version, see EC 202 039.

AVAILABLE FROM- Office for Civil Rights, Education Department, 330 C St. S.W., Washington, DC 20202.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Accessibility (for Disabled); Civil Rights;

*Disabilities; *Educational Discrimination; Elementary Secondary Education; Eligibility; Equal Education; *Equal Opportunities (Jobs); Federal Aid; *Federal Legislation; *Federal Regulation; Grievance Procedures; *Handicap Discrimination; Health Services; Postsecondary Education; Preschool Education; Social Services; Welfare Services

IDENTIFIERS- *Rehabilitation Act 1973 (Section 504)

This pamphlet explains Section 504 of the Rehabilitation Act of 1973, which outlaws disability discrimination in programs receiving federal funds and the extensive regulations stemming from Section 504. The rights and responsibilities of handicapped persons are related to the following issues: eligibility for coverage under the law; program accessibility; preschool, elementary, secondary, and adult education; postsecondary education; health, welfare, and social services; and employment practices. Procedures for filing a complaint of discrimination are included, along with a list of regional civil rights offices of the U.S. Department of Education's Office for Civil Rights. (JDD)

ED 292 257

EC 202 039

Los Derechos de las Personas Incapacitadas Bajo la Ley Federal.
Seccion 504 de la Ley de Rehabilitacion de 1973 (Handicapped
Persons's Rights under Federal Law. Section 504 of the

warring ideologies. A section on literacy instruction using the newspaper lists numerous teaching strategies for the regular classroom, English as a second language, and adult education. (KC)

ED 291 874

CE 049 447

Literacy in Canada. A Research Report.
Creative Research Group, Ltd., Toronto (Ontario).
SPONS. EDRS Price - MF01/PC12 Plus Postage.
PUB DATE- 87
NOTE- 295p.; The Background and Activity Questionnaire is printed on yellow paper.
LANGUAGE- English
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Adult Programs; Demography; Educational Attitudes; Educational Needs; Employment Level; Foreign Countries; *Functional Literacy; *Illiteracy; Immigrants; Learning Activities; *Literacy Education; Newspapers; Outcomes of Education; Program Effectiveness
IDENTIFIERS- *Canada; *National Assessment of Educational Progress; United States
This document reports the results of a study of literacy in Canada conducted for the Southam News in 1987. During the study, 2,398 Canadians were surveyed to determine the levels of literacy they possessed and how they coped in society if they were illiterate. The research methodology is based on an assessment of literacy conducted in 1985 by the National Assessment of Educational Progress (NAEP) in Princeton, New Jersey. This report contains 131 tables reporting results of the research, as well as a copy of the questionnaire. Some of the highlights of the findings are the following: (1) the incidence of illiteracy generally increases from west to east across Canada; (2) women are marginally more literate than men, and younger Canadians are more literate than older Canadians; (3) illiteracy in either of Canada's official languages is higher among immigrants (35 percent) than native-born Canadians; (4) illiterates earn two-thirds of the income of literates; (5) reading and writing are not considered important on the job for 54 percent of illiterates; (6) only 10 percent of illiterate people are enrolled in, or thinking of taking, remedial courses; (7) one of six working Canadians is illiterate; and (8) Canadians aged 21 to 25 perform at a slightly lower level than Americans in the same

personal and family problems. Both groups of GED graduates felt more pressure to stay in school than drop out. Data on preparation methods clearly showed the academic strength and self-motivation of the early exiters. The conventional graduate group did not show an employability advantage over the GED graduates. The first-year occupational and educational profiles of the second chancers once they had passed the GED were all but indistinguishable from those of the early exiters. GED graduates had a lower overall aspiration level regarding both education and occupation. Implications for educational policy are considered. (YLB)

ED 291 889

CE 049 694

Stoker, Howard W.

Performance Characteristics of Florida's Early Exit Equivalency Candidates. GED Research Brief No. 9.

American Council on Education, Washington, DC. GED Testing Service.

PUB DATE- Aug 86

NOTE- 5p.; Study sponsored by the Bureau of Adult and Community Education, Florida Department of Education.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; *Acceleration (Education);

Comparative Analysis; Educational Research; *High School Equivalency Programs; High Schools; *High School Students

IDENTIFIERS- Florida; *General Educational Development Tests

To identify characteristics of students in Florida's Early Exit Program (EEP) with respect to their performance in high school, names and General Educational Development (GED) test scores were obtained for all students who passed the GED tests as part of the EEP between January 1, 1981, and May 1, 1983. Four districts were identified that had administered a standardized test to all students in either grade 9 or grade 10 and had the test results in a central location. The correlations between the GED tests and district-level tests supported the notion that the GED measures intellectual skills and knowledge that one would expect children to develop during their school years. The students represented a fairly wide range of achievement, as indicated by the district-level tests. The relatively low proportion of students in the lower percentile ranges led to the inference that if low achieving students take the GED, they do not pass. A few of the brightest students appeared to elect the EEP as a way to shorten

IDENTIFIERS- *Australia

A study examined the distance education needs of a specific subgroup of the off-campus population: 16- to 19-year-olds. It set out to determine: reasons for this group's choosing to study in the external mode; the nature and extent of required provision of external education; special curriculum, delivery, counseling, and support needs; and specific future policy recommendations. The study methodology included questionnaires, literature analysis, expert consultations, and a limited number of student interviews. Respondents to the questionnaires included 180 students (a 23% response rate), 43 Heads of External Studies (a response rate of approximately 93%), and 13 student advisers in Australian colleges. The data indicated that principal reasons for study externally were distance, preference for the flexibility of this method, work commitments, financial reasons, and scheduling conflicts. Findings indicated that Technical and Further Education (TAFE) was the major provider of postsecondary off-campus studies and that a shortfall already existed in the provision of on-campus places for students at Colleges of Advanced Education and universities. Heads of External Studies did not believe that 16- to 19-year-olds were suitable users of off-campus studies; they favored a mixed mode. A wide range of support mechanisms and delivery media was used. Staff generally believed this group required greater support than older students when studying off-campus. (Questionnaires and cover letters are appended.) (YLB)

ED 291 903

CE 049 727

Wheeler, Jill

Transitioning Persons with Moderate and Severe Disabilities from School to Adulthood: What Makes It Work?

Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.

SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.

REPORT NO.- ISBN-0-916671-80-1

PUB DATE- 87

NOTE- 94p.

AVAILABLE FROM- Stout Vocational Rehabilitation Institute, University of Wisconsin-Stout, Menomonie, WI 54751.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires,

PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)

Reference Materials - Vocabularies/Classifications (134)

DESCRIPTORS- Career Development; *Career Education; Career Exploration; Employment Interviews; Employment Opportunities; *Employment Practices; English (Second Language); *Job Application; *Job Search Methods; Labor Legislation; Secondary Education; *Spanish; *Vocabulary Development

This English-Spanish glossary, which is intended for use in career exploration, special education, and English-as-a-second-language courses, consists of side-by-side English and Spanish definitions of terms related to the job search process. A wide range of terms that are likely to be encountered in a career awareness/exploration class is covered, including terms related to work attitudes, different types of employment (full-time versus part-time or provisional employment), wages and benefits, and employee and employer responsibilities. Terms that are directly linked to the job search process (e.g., resume) and words that are likely to be encountered by persons completing job applications or being interviewed for a job (e.g., marital status, address, abbreviations), are listed. Basic terms related to labor and civil rights legislation, (such as discrimination, affirmative action, disability, are also included, as are concepts and terms related to career development, (such as advancement, conscientious, and success). (MN)

ED 291 917

CE 049 758

Manning, Angella D., Comp.

Searching Jobs through Vocabulary. English-Vietnamese Version.
Arlington County Public Schools, VA. Employment Training Center.

SPONS. AGENCY- Office of Vocational and Adult Education (ED),
Washington, DC.

PUB DATE- 87

NOTE- 37p.; For related documents, see CE 049 756-757.

LANGUAGE- English; Vietnamese

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Career Development; *Career Education; Career Exploration; Employment Interviews; Employment Opportunities; *Employment Practices; English (Second Language); *Job Application; *Job Search Methods; Labor Legislation; Secondary Education; *Vietnamese; *Vocabulary Development

ED 291 931

CE 049 783

Transportation Systems. Grades 9-10. Course #8126 (Semester).
Technology Education Course Guide. Industrial Arts/Technology
Education.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of
Vocational Education.

PUB DATE- 88

NOTE- 73p.; For related documents, see CE 049 780-794.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Grade 9; Grade 10; High Schools;
*Industrial Arts; Learning Activities; Learning Modules; Lesson
Plans; *Power Technology; State Curriculum Guides; *Systems
Analysis; *Systems Approach; Technological Literacy;
*Transportation

IDENTIFIERS- North Carolina

This guide is intended for use in teaching a course in
transportation systems. The course, which has been designed for
students in grades 9 and 10, is intended to provide a basic
understanding of transportation systems and the role of energy
systems in transportation. The first two sections discuss the
guide's development within the framework of North Carolina's
efforts to improve technological literacy and the guide's place as
part of an instructional system. A list of the course's major
objectives and a course outline are provided next. The remainder of
the guide consists of learning modules on the following topics: the
evolution and main types of transportation; the concept of a
transportation system; land, water, air, and space transportation
systems; energy systems; and the relationship between
transportation and society. Each module includes information about
the length of time needed to complete the module, an introduction
to the instructional content to be covered in class, performance
objectives, a day-by-day outline of student learning activities,
and lists of suggested textbooks and references. (MN)

Dropouts; *Adult Educators; Case Studies; Classroom Techniques; Counseling Techniques; Counselor Role; Dropout Prevention; Learning Activities; Listening Skills; Motivation Techniques; *Noninstructional Responsibility; School Holding Power; *Student Motivation; *Teacher Role; Teacher Workshops

These materials are intended to help adult basic education (ABE) instructors in their role as counselors. Most are suitable for use in a workshop for ABE instructors. An introduction describes the ABE Retention through Counseling Program and highlights the skills an ABE instructor needs to work with adult learners. Chapter 1 provides pointers for the instructor's attitude toward counseling the ABE student. Chapter 2 covers some of the characteristics of the undereducated adult and symptoms of stress overload. Chapter 3 provides exercises to help instructors improve their listening skills. Some are suitable for use in a classroom setting with ABE students. The chapter shows three different types of listening skills: attending behavior, requests for information, and expressions of understanding. Chapter 4 presents typical case studies that show problems and crisis situations handled by instructors within their own classes or on their own time. Chapter 5 deals with ways to motivate and retain students. A four-phase motivation plan and examples, hints, and suggestions are provided. These materials may be used in a workshop setting or for reference. Chapter 6 presents results of a survey of ABE directors regarding provision for counseling of ABE students. An appendix contains workshop materials, including an oral presentation on counseling adults and exercises to be done in an ABE instructor workshop. (YLB)

ED 291 945

CE 049 816

Adrian, Judith Gwinn

Procedures for Writers in the Field of Adult Education: How To Make Your Writings More Consistently Accessible within Computerized Information Databases.

PUB DATE- Apr 88

NOTE- 8p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Access to Information; *Adult Education; Educational Research; *Information Retrieval; Information Seeking; Information Services; *Online Searching; Search Strategies; *Users (Information)

ED 291 958

CE 049 847

Lopez-Valadez, Jeanne, Ed.; Pankratz, David, Ed.

VESL For Data Entry: A Competency-based Curriculum Guide. Project
OSCAER.

Northwest Educational Cooperative, Arlington Heights, IL.

SPONS. AGENCY- Office of Vocational and Adult Education (ED),
Washington, DC.

PUB DATE- Sep 87

NOTE- 149p.; For related documents, see CE 049 848-849.

CONTRACT- 100AH60026

AVAILABLE FROM- Curriculum Publications Clearinghouse, Western
Illinois University, Horrabin Hall 46, Macomb, IL 61455.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Competency Based Education; Data
Processing Occupations; Equipment Utilization; *Fused Curriculum;
Job Skills; *Keyboarding (Data Entry); *Language Skills; Learning
Activities; Office Machines; *Office Occupations Education;
Performance Tests; Secondary Education; *Second Language
Instruction; Second Language Learning; Student Evaluation;
Vocabulary; *Vocational English (Second Language)

This guide is intended for vocational educators developing the
vocational English as a second language (VESL) component of a
course in data entry. The introductory section examines assumptions
about second language learning and instruction and VESL classes,
local adaptations of the curriculum, and sample VESL lessons. The
chapter on language competencies lists and cross-references
vocational and language competencies. The next chapter provides
samples of natural, practical language for each of the competencies
identified in the second chapter. The samples are organized into
sets according to the following topical areas: identification,
function and usage, safety, task performance, clarification and
verification, and general employment. Chapter 4, which is devoted
to vocational competencies and vocabulary pertaining to the
identification and operation of data entry equipment and data entry
activities. The fifth chapter lists print materials for data entry
and for preemployment ESL, computer software, and materials
clearinghouses. Nine appendixes include Bilingual Vocational
Training Project abstracts, work English survival competencies, a
student performance level document, language needs assessment
instruments, ESL activities, applied performance testing
activities, a trainee and employer follow-up questionnaire, a
general employment skills list, and a grammatical focus index. (MN)

vocational teachers received no inservice preparation during their first year of teaching, and the small amount of inservice education that was offered was judged by them as being only somewhat effective. Apparently, such recent developments as "induction year programs" and first-year mentoring and assistance programs for teachers are yet to be implemented in secondary vocational education. Recommendations were made for upgrading teacher education programs by including more liberal arts and more preparation for teaching basic skills and special populations, as well as by having colleges and high schools work together to provide more student experience and inservice programs for beginning teachers. Basic skills competency testing of preservice teachers also seems desirable and inevitable. (KC)

ED 291 972

CE 049 871

Campbell, Paul B.; And Others

Antecedents of Training-Related Placement.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 87

NOTE- 77p.

GRANT- G008620030

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Educational Benefits; Educational Research; *Education Work Relationship; *Employment Patterns; Graduate Surveys; *High School Graduates; High Schools; *Job Placement; *Relevance (Education); *Vocational Education; Vocational Followup

A study investigated the circumstances and conditions that influence the decision to take a training-related position. The primary objective of the study was to produce information on the environmental conditions and personal characteristics associated with training-related placement. Data from the National Longitudinal Survey of Labor Market Experience-Youth Cohort and from the High School and Beyond survey were analyzed using cross-tabular and multivariate regression techniques. Descriptive findings suggested that the training-related placement rate for the first and current job after high school graduation was about 42 percent; on the average, high school vocational graduates held

Institutes of Health (DHHS), Bethesda, Md.

PUB DATE- Mar 86

NOTE- 40p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (1st, Madison, WI, March 21-23, 1986)

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adolescent Development; *Adolescents; *Behavior Problems; Females; Intermediate Grades; Interpersonal Relationship Junior High Schools; *Preadolescents; Social Support Groups

IDENTIFIERS- *Life Events; Menstruation; *Puberty

This study examined whether problem behavior in early adolescent girls was associated with pubertal processes and other life events and whether social support and positive relationships buffered the adolescent from possible negative effects of biological and social events. White girls (N=150) between the ages of 10 and 13 years completed the Youth Behavior Profile, the Self-Image Questionnaire for Young Adolescents, and the Scale of Early Adolescent Life Events. Physical growth was assessed via physical examination. The results revealed that negative life events, specifically those associated with family and school, were associated with internalizing and externalizing problem behavior, while positive life events were not. Pubertal events were not associated, although an interaction between pubertal events and negative family events was found. The occurrence of negative family events was more likely to be associated with internalizing behavior in premenarcheal than postmenarcheal girls, while in girls for whom no negative events occurred, internalizing behavior was somewhat higher postmenarcheally than premenarcheally. Positive relationships mitigated the consequences of life events, with main and interaction effects being found. (NB)

ED 291 986

CG 020 593

Lefkowitz, Joel; Iorizzo, Linda

Gender Differences in Job Attitudes and Personological Variables.

PUB DATE- 1 Sep 87

NOTE- 33p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

ED 291 999

CG 020 606

Medicare: Comparison of Catastrophic Health Insurance Proposals--An Update. Briefing Report to the Chairman, Select Committee on Aging, House of Representatives.

General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-88-198R

PUB DATE- Oct 87

NOTE- 44p.; For related document, see ED 289 098.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; *Federal Legislation; Financial Support; *Health Care Costs; *Health Insurance; Health Needs; Home Programs; Hospitals; Individual Needs; Nursing Homes; Older Adults

IDENTIFIERS- *Catastrophic Health Insurance

This document updates a recent report by the General Accounting Office (GAO) which compared Medicare catastrophic health insurance proposals. The update includes H.R. 2470, as passed by the House of Representatives and S. 1127, as reported by the Senate Committee on Finance. An introduction explains the roles of Medicare, Medicaid, the Veterans Administration, Medigap insurances, and out-of-pocket expenses in paying for catastrophic health care. The GAO analyses of the potential effects of S. 1127 and H.R. 2470 on out-of-pocket costs are described and the extent to which 12 other legislative proposals would fill remaining gaps in Medicare coverage is highlighted. Analyses are presented in five tables that show the out-of-pocket liability for Medicare beneficiaries currently and under the pending bills for: (1) inpatient hospital services; (2) nursing home care; (3) home health care; (4) Medicare part B services; and (5) services not covered by Medicare. Each table is accompanied by text which includes discussions of the services, Medicare coverage, out-of-pocket expenses, legislative proposals, and GAO comments. A sixth table compares the catastrophic expense protection limits established in the bills. Financing and costs are discussed and presented in the final table. The report concludes that either H.R. 2470 or S. 1127, if enacted, would represent an important step in increasing the health insurance coverage available to the elderly, but that significant gaps would remain. (NB)

DESCRIPTORS- *Adjustment (to Environment); *Childhood Needs; Children; *Cognitive Restructuring; *Divorce; Helping Relationship; Human Services; Parents; *Well Being

Both the increased frequency of divorce and the resultant increase in single-parent households have experienced dramatic increases since World War II. In many instances, divorce is a major disruptive experience that imposes primary impact upon all family members. Characteristically, various levels of adjustment are required of family members amid experiences that are novel and for which those involved are possibly not well-prepared. Human services practitioners may best direct their efforts toward providing a reframing approach to parents and children experiencing divorce. There is evidence that children from single-parent families are good decision-makers and that they have strengths and maturities associated with their experiences related to divorce. Professionals may be able to facilitate the cognitive reframing of parents and children in such a way that hopefulness and a sense of assurance and control can be implemented and sustained. This report was written to: (1) integrate what is known about divorce-associated responses in children; (2) promote a reframing approach in focusing on that which may be evaluated as positive and contributing to present well-being and future successes of the children; and (3) guide practitioners as they work both programmatically and in direct service with children of divorce. (Author/NB)

ED 292 015

CG 020 622

Henry, Carolyn S.

Adolescent Suicide and Families: A Review of the Literature with Applications.

PUB DATE- Nov 87

NOTE- 38p.; Paper presented at the Annual Conference of the National Council on Family Relations (49th, Atlanta, GA, November 14-19, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adolescents; *Ecology; Family Influence; High Risk Persons; Identification; *Interdisciplinary Approach; Intervention; *Prevention; *Suicide; Theories

IDENTIFIERS- *Adolescent Suicide; *Human Ecology

This paper, a literature review on adolescent suicide, was written

ED 292 029

CG 020 636

Henkel, Jane R.

Mental Health Services to State Corrections Inmates. Staff Brief
86-10.

Wisconsin State Legislative Council, Madison.

PUB DATE- 23 Jul 86

NOTE- 49p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- *Correctional Institutions; *Correctional
Rehabilitation; Institutionalized Persons; Institutional Personnel
*Mental Disorders; *Mental Health Programs; *Prisoners; *State
Programs

IDENTIFIERS- Wisconsin

This report was written for the Advisory Committee on Mentally Ill
Inmates of the Wisconsin State Legislative Council's Special
Committee on Mental Health Issues. It describes mental health
services to inmates of Wisconsin's state prisons. Part I describes
the organization of state level responsibilities for corrections,
including the state corrections administrative structure and
budget, the state correctional institutions and centers, and the
structure for the delivery of mental health services to inmates of
state correctional institutions and centers. Part II describes the
provision of mental health services to inmates of state
correctional facilities through clinical services programs at the
institutions, the Wisconsin Resource Center, and commitment to a
state mental health institute. This section also describes services
provided to persons on probation and parole. Part III describes
administrative rules relating to the use of psychotropic medication
in state correctional facilities and a 1985 report on the use of
those medications. Part IV describes training given to state
correctional officers on the needs of inmates for mental health
services. Appendices include organizational charts of the Wisconsin
Department of Health and Social Services and tables of data on
Wisconsin corrections institutions populations, clinical service
staff and consultants, and state resource center staff positions.
(NB)

Teenage Suicide in Oregon 1983-1985.
Oregon State Dept. of Human Resources, Portland.

PUB DATE- Oct 86

NOTE- 19p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adolescents; *Death; Demography; Futures (of Society);
Incidence; Racial Differences; Sex Differences; *Suicide; Trend
Analysis; *Youth Problems

IDENTIFIERS- *Adolescent Suicide; *Oregon

During the 3-year period from 1983 through 1985, 80 Oregon teenagers intentionally took their own lives, making suicide second only to accidents as the leading cause of death among Oregon teenagers. Data on suicides committed by individuals between the ages of 10 and 19 were retrieved from death certificates on file with the Oregon Health Division and were analyzed. The results revealed that the adolescent suicide rate increased in Oregon between 1983 and 1985. The suicide rate declined for male adolescents, but continued to increase for female adolescents. Among teenagers, the sharpest increase in suicide occurred at 19 years of age. While most suicide victims were White, Indian teenagers were more likely to commit suicide than were Black teenagers. Laborer was the most common occupation among teenage suicide victims who worked. Thirty-four percent of the suicides among teenagers occurred during the winter months. Seventy percent of victims killed themselves at home. Guns were used in 6 of every 10 teenage suicides, with handguns being used most frequently. Hanging was the method selected by 25% of suicide victims. Data from other studies suggest that the elevated suicide rates found among Oregon adolescents will persist in coming years. (NB)

ED 292 044

CG 020 651

Owens, Ann English; And Others

Report of National Collegiate Alcohol Awareness Week Activities Fall 1987.

PUB DATE- Dec 87

NOTE- 97p.; Most pages contain light, broken type.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Alcohol Abuse; *College Programs; College Role; College

ED 292 058

CS 009 061

Zakaluk, Beverly L., Ed.; Samuels, S. Jay, Ed.
Readability: Its Past, Present, and Future.
International Reading Association, Newark, Del.

REPORT NO.- ISBN-0-87207-795-0

PUB DATE- 88

NOTE- 156p.

AVAILABLE FROM- International Reading Association, 800 Barksdale Rd.,
PO Box 8139, Newark, DE 19714-8139 (Book No. 795, \$6.25 member,
\$9.50 nonmember).

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Information

Analysis/State-of-the-Art Materials (070) Collected Works - General
(020)

DESCRIPTORS- Decoding (Reading); Elementary Secondary Education;

Foreign Countries; *Material Development; *Readability;

*Readability Formulas; Reading Comprehension; Reading Research;

Resource Materials; Textbook Evaluation; Textbook Research; Writing
(Composition)

IDENTIFIERS- *Research Summaries; *Research Trends; Text Factors

Designed to appeal to students who want a short but up-to-date
overview, researchers who are interested in a critical appraisal,
and consumers who would like to know what leaders in the field
think, this collection of articles highlights the changes that have
occurred in readability research from the past to the present and
makes predictions about the future. The articles and their authors
are as follows: (1) "The Beginning Years" (Jeanne S. Chall); (2)
"The Formative Years" (George R. Klare); (3) "Assigning Grade
Levels without Formulas: Some Case Studies" (Alice Davison); (4)
"Determining Difficulty Levels of Text Written in Languages Other
than English" (Annette T. Rabin); and (5) "Writeability: The
Principles of Writing for Increased Comprehension" (Edward B. Fry);
(6) "New Ways of Assessing Text Difficulty" (Marilyn R. Binkley);
and (7) "Toward a New Approach to Predicting Text
Comprehensibility," (Beverly L. Zakaluk and L. Jay Samuels). (NH)

ED 292 059

CS 009 062

memory, and for construction; (3) know how to develop a student's emotional resources and help the student maintain a positive attitude toward learning; and (4) are knowledgeable about the structure of subjective learning experiences and how these experiences are reflected in student physiology. (A sample spelling lesson and 14 references are appended.) (ARH)

ED 292 072

CS 009 076

Leach, Mozelle P.

Effectiveness of a Language Arts Tutoring Program as Perceived by the Elementary Students.

PUB DATE- Nov 87

NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (16th, Mobile, AL, November 11-13, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Black Students; College Students; Educational Research; Elementary Education; Higher Education; *Language Arts; Program Evaluation; Rural Education; Rural Youth; *Student Attitudes; Student Motivation; Teacher Education; *Tutorial Programs

IDENTIFIERS- Mississippi State University; Stanford Achievement Tests

In order to investigate the efficacy of a decade-long language arts tutoring program, a study compared students' responses to a survey of their participation in and attitudes about the program with their Reading, Language, Math, and Total scores on the Stanford Achievement Test (SAT) and other tests. The tutoring program assigned college students from a language arts practicum course at Mississippi State University to work on a one-to-one basis with elementary school children from a rural black school. Analyses of the responses of the 85 subjects (grades 7, 8, and 9) revealed significant positive correlations between: (1) the number of semesters spent in the program and scores in Reading achievement; (2) earlier times of entry into the program and higher Reading and Total scores; (3) student responses that their tutors helped them do better work and scores in every achievement area; (4) responses that the tutoring helped most with "feeling good about school," and Reading, Language, and Total scores on the SAT; (5) responses that the sixth grade was the best grade to have tutoring in and scores in Research Skills; and (6) responses that the program caused

ED 292 086

CS. 211 056

Communication Skills: A Summer Experience. Grade 3.
North Carolina State Dept. of Public Instruction, Raleigh.

PUB DATE- 87

NOTE- 96p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Communication Skills; Compensatory Education; Grade 3;
*High Risk Students; Language Experience Approach; Listening;
Primary Education; Problem Solving; Reading Instruction; Remedial
Programs; Self Esteem; Student Motivation; *Summer Programs;
Teaching Methods; Verbal Communication; Writing Instruction;
*Writing Processes

IDENTIFIERS- Whole Language Approach

Designed for use by basic education teachers, this teaching guide outlines a summer school communication skills program for at-risk students which seeks to build self-esteem through high-interest, success-oriented experiences and to enhance language development by providing opportunities to use language in meaningful situations. The guide includes: (1) suggested daily schedules; (2) descriptions and explanations of a wide variety of projects and activities; (3) minimum skills diagnostic test objectives and sample test items; (4) an extensive bibliography of children's books and a list of computer courseware; (5) a bibliography of professional articles; and (6) a list of guidelines for parents of at-risk children. (ARH)

ED 292 087

CS 211 057

Martinez, Margaret Perea

Language Arts Program Evaluation: 1987.

Albuquerque Public Schools, NM. Planning, Research and
Accountability.

PUB DATE- 87

NOTE- 47p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Content Area Writing; *English (Second Language); *English for Academic Purposes; Higher Education; Second Language Instruction; *Visual Stimuli; *Writing Exercises; *Writing Instruction

IDENTIFIERS- *Information Transfer

Recent research indicates that typical writing assignments given to advanced students of English as a second language do not prepare them for university level writing. However, the technique of information transfer, which involves presentation of a visual stimulus to prompt writing, can be used effectively to practice the skills most university-level writing requires--restatement and reorganization of a given body of material. Information transfer may be used to teach the various types of academic discourse commonly encountered by college students: process descriptions, narration, physical description, comparison and contrast, categorizing and listing, cause and effect, and generalizing from numerical data. When using this technique, teachers should always present the visual stimulus to the class in a series of instructional moves paralleling those leading up to a writing assignment in a content course. Six sample visuals are included. (ARH)

ED 292 101

CS 211 078

Newell, George E.; MacAdam, Phyllis

Writing and Learning from Text: Case Studies of Process and Product.

PUB DATE- Apr 87

NOTE- 59p.; Paper presented at Annual Meeting of the American Educational Research Association (68th, Washington, DC, April 20-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; Classroom Research; *Content Area Writing; *Educational Theories; *Expository Writing; Grade 11; *Instructional Improvement; Secondary Education; Social Studies; Study Skills; Teaching Methods; United States History; Writing

PUB DATE- 87

NOTE- 36p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Computer Assisted Instruction; Expository Writing; Grade 8; Instructional Improvement; Junior High Schools; *Revision (Written Composition); Word Processing; Writing (Composition); *Writing Processes; Writing Research; Writing Skills

IDENTIFIERS- Composing Aloud; *Context Effect

To investigate how writing might be affected by composing aloud and computer composing--two factors that are increasingly being used either to study composing processes or to alter the typical context in which students write--a study described the composing process of five junior high school students. The students wrote four compositions, one in each mode/medium combination: students composed silently or students composed aloud, and students composed using paper and pencil or students composed using a computer with a text processor. The topics given for the writing episodes elicited writing which was reporting (chronological, first-person narrative) in function. Findings indicated that each writing context produced changes in particular aspects of students' composing processes. In a writing context where students composed aloud, more complex patterns of composing occurred than when students composed silently, and in a writing context where students composed using a text processor more revising and more recursive composing processes occurred than when students used pencil and paper. Additionally, students reread their text more frequently and were also more likely to revise after they had reread their text during computer composing. (Eight tables of data are included and 22 references are attached.) (Author/NH)

ED 292 116

CS 211 093

Schor, Sandra

Writing across the Disciplines: Respecting the Untranslatable.

PUB DATE- Mar 87

NOTE- 19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication, (38th, Atlanta, GA, March 19-21, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150

IDENTIFIERS- *Journal Writing; Literary Response; *Reader Response
Criticism; Student Journals

As an interesting development in recent literary criticism, reader response can enhance a composition class in many ways. Reader response, by incorporating both intellect and feeling into an aesthetic reaction to literature, restores the subjective aspect that some forms of criticism deny. Three main elements compose the repeated cycle of a reader-response composition class: (1) individual readers respond to the literature in the written form of a reader's journal; (2) group discussion validates individuals' insights, with the class acting as an interpretive community; and (3) students produce essays through a process of drafting and peer review. In the final essay-writing step, the class community--not the teacher--is seen as the audience, and student writing becomes the text to be read and given a response. The reading journal and reader-response discussion help identify issues that students can explore more fully and formally in their essays. Because the reader-response model insures that individual responses are listened to and respected, it encourages involvement as readers and commitment as writers, and it discourages conformity of thought and the tendency to parrot the teacher's interpretations. (Figures of the authoritarian model and reader-response model are included, and a list of instructions for a reader's journal is appended.) (MM)

ED 292 130

CS 211 111

Philbin, Meg; Phillips, Rebecca

Fiction about Hate Groups: A Case Study Approach.

PUB DATE- 88

NOTE- 9p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Case Studies; *Controversial Issues (Course Content); Cultural Context; Ethics; Fiction; Racial Attitudes; *Racial Bias; Racial Relations; Reading Material Selection; Secondary Education; *Social Problems; Teaching Methods

IDENTIFIERS- Controversial Topics; *Literary Models; Writing Assignments

Faced with the task of reading literature on themes perhaps foreign to their own experience, students can explore their reactions to these issues by using a case study approach, bridging the gap

translations of "Macbeth" into "Throne of Blood" and "King Lear" into "Ran" are quite direct and literal with only minor changes in plot and emphasis, in many places Kurosawa's interpretation of the stories gives them a very Japanese flavor. For example, his use of the traditions of "No" drama transforms the story of "Macbeth" into something uniquely Japanese. At the same time, the director's free use of vivid color and skillful filming of spectacle produce a psychological appeal that transcends geography and culture to reach audiences throughout the world. Kurosawa's films are readily accessible and understandable to Western film audiences. (JK)

ED 292 144

CS 506 059

Zaremba, Alan

Of Escape Goats and Communication Training.

PUB DATE- 87

NOTE- 11p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Communication Skills; *Educational Change;

Interpersonal Communication; *Language Arts; *Language Usage;

Secondary Education; Speech Communication; Speech Instruction;

Standard Spoken Usage; *Verbal Communication

IDENTIFIERS- Communication Accuracy

As a result of the neglect of verbal training in the public schools, students, community members, and even some teachers are using words capriciously and often incorrectly. If this trend continues, words will cease to have precise meanings, and thus cease to be conveyors of thought, expression, and philosophies. It is up to educators to reverse this trend and redouble their energies in the area of verbal training. The back to basics movement (teaching vocabulary, for example) is a good beginning, but it does not go far enough; communication skills ought to be a priority in school systems and ought to be taught in a systematic way, so that the need for offering remedial English courses in college and in business organizations would diminish. (ARH)

analyses were seldom used to assess the economic effects of communication training programs. In sum, these findings suggest that the use of systematic and controlled evaluation research presently is not being undertaken by HR consultants when they carry out communication training programs. (Author/ARH)

ED 292 158

CS 506 077

Larson, Charles U.

Breaking through the Advertising Clutter: A Qualitative Analysis of Broken Stereotypes in Print and Television Advertisements.

PUB DATE- Apr 88

NOTE- 35p.; Paper presented at the Annual Meeting of the Central States Speech Association (Schaumburg, IL, April 16-18, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)

DESCRIPTORS- *Advertising; Audience Participation; Commercial Art; Communication Research; Expectation; Mass Media Effects; Periodicals; Persuasive Discourse; Propaganda; Salesmanship; *Television Commercials; Television Viewing

IDENTIFIERS- *Advertisements; Advertising Effectiveness; Audience Response; Print Media

As a result of the overwhelming amount of print and electronic advertisements which compete for consumer attention, advertisers must find effective methods to get through the ad clutter and capture their audience's interest. Several tactics can accomplish this strategy, including the tactic of breaking or reversing audience expectations or stereotypes of electronic advertising. Nine specific approaches employ this tactic: 1) "black or white or is it color?" where some portion of a black and white ad is revealed in color; 2) imitation or parody; 3) the familiar face or aggravating person in a new role; 4) animation, watercoloration, and claymation; 5) "Australia plus special effects"; employing "Crocodile Dundee" look-alikes; 6) self-reflexive television and playing with the audience, where actors step out of character to converse with the camera/audience; 7) the inside story and fear appeals, in which the audience "eavesdrops" on corporate meetings; 8) slow motion, no sound, or mostly music; and 9) "surprise! and testimonials;" which hooks the audience through some attention-getting device, and then surprises them by revealing a secret. Similar techniques used in print advertising include 1)

Willower, Donald J.

Waller and Schools as Organizations: An Appreciation and Criticism.

PUB DATE- Oct 87

NOTE- 49p.; Paper presented at the University Council for Educational Administration Career Development Seminar (University Park, PA, October 16-17, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Role; *Case Studies; Educational Environment; *Educational Sociology; Elementary Secondary Education; Informal Organization; *Organizational Climate; Power Structure; School Community Relationship; *School Organization; Social Environment; Student School Relationship; Teacher Administrator Relationship; Teacher Role; Teacher Student Relationship

IDENTIFIERS- *Waller (Willard)

Sociologist Willard Waller, writing more than 50 years ago, framed many of the key ideas found in contemporary literature on school organization. This paper is both an appreciation and criticism of Waller's seminal case studies of social interaction in schools. The paper is divided into four sections. The first two explore Waller's thought and its implications for school life in intraorganizational terms, first with regard to internal relationships among participants, then in connection with school cultures. The third examines environmental influences while the fourth considers Waller's vision of what schools ought to be, his thoughts on implementation, and the connection between his recommendations and his analysis. (TE)

ED 292 172

EA 019 772

Donnelly, Margarita

At-Risk Students. ERIC Digest Series Number 21.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 87

NOTE- 4p.

CONTRACT- OERI-R-86-0003

AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrators; College School Cooperation; Elementary Secondary Education; Foreign Countries; *Inservice Education; Instructional Leadership; *Management Development; Models; Peer Groups; *Peer Influence; *Principals; School Districts; School Effectiveness; *Self Directed Groups

IDENTIFIERS- *British Columbia; *Collegiality

Inservice training for school administrators is often characterized as sporadic rather than sustained, as topical rather than developmental, and as externally planned rather than internally developed and controlled. There is little evidence to suggest that much of current inservice activity contributes to significant improvement in administrators' knowledge and skill. The present study involved the development and testing of a model for group and individual inservice learning within "a learning community" of administrators in one British Columbia school district. Responses from participants in the initial large-group activity indicated a high level of early satisfaction with the model. The second phase of research is monitoring the progress of small learning groups, formed during the initial learning activity to pursue commonly held learning interests, to determine the effectiveness of the model as perceived by group members and other school district personnel. The present paper reviews the context and background of the project, outlines the approach to and preliminary results of the study, and notes implications for practice in the field of principals' inservice training. (Author/MLF)

ED 292 186

EA 019 889

Rhodes, Donna C.

Operation Rescue: Reaching At-Risk Students through Teacher Initiatives.

PUB DATE- Apr 87

NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC April 20-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Dropout Prevention; Educational Cooperation; Elementary Secondary Education; Grants; *High Risk Students; Leadership;

effective schools: teacher and student use of time and the instructional leadership of administrators, particularly in reinforcing teachers; implementation of time on task (engaged time) from classroom observations. The following methods provided the data record: (1) interviews with the superintendent, school administrators, elementary and secondary teachers, and program trainers; (2) verbatim records of an inservice training session; and (3) pertinent documents from school and district sources. Three findings, which emerged from data analyzed by the constant-comparative method, are offered as caveats to other districts implementing school effectiveness programs. First, principals' engaged-rate observations provide little meaningful reward or corrective feedback to teachers. Time spent actively engaged in a task is secondary to its appropriateness and to the student's success. Second, principals' understanding of the instructional process is limited by an emphasis on such observations. Third, the importance of allowing adequate time for the change process is highlighted by this study's results. Researchers cannot produce accurate assessments of school effectiveness programs until consistency in implementation is established across sites. The field's constructs are sufficiently nebulous to cause confusion in interpretation. This investigation demonstrates the need for descriptive studies that offer operational definitions of school effectiveness variables in practice. (CJH)

ED 292 200

EA 019 923

Methods of Scheduling Salaries for Principals. Third Edition. ERS Report.

Educational Research Service, Arlington, Va.

PUB DATE- 87

NOTE- 98p.; For second edition, see ED 240 670.

AVAILABLE FROM- Publication Sales, Educational Research Service, 2000 Clarendon Blvd., Arlington, VA 22201 (Stock No. 219-21746; \$36.00 with order).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- Compensation (Remuneration); *Contract Salaries; Elementary Secondary Education; National Surveys; Personnel Policy; *Principals; *Promotion (Occupational); Public Schools; *Salary

undesirable. (TE)

ED 292 214

EA 019 941

Improving School Climate. The Best of ERIC on Educational Management, Number 93.

ERIC Clearinghouse on Educational Management, Eugene, Oreg.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Mar 88

NOTE- 5p.

CONTRACT- 400-86-0003

AVAILABLE FROM- Publication Sales, ERIC Clearinghouse on Educational Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (free).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Administrator Guides; Annotated Bibliographies;

*Classroom Environment; Cooperation; Educational Change;

*Educational Environment; Elementary Secondary Education;

*Literature Reviews; *Measurement Techniques; *School

Effectiveness; Staff Development

In this annotated bibliography of 12 publications on school climate are 3 entries that suggest specific ways to improve the school climate and 1 that outlines leadership techniques for principals. Ways to assess school climate are covered by a review of assessment instruments, a discussion of the measurement issues, a description of major assessment tests, and an approach to using assessments. The remaining annotations include a model of school environment, the role of external influences on school climate, an overview of the variables that comprise school climate, and a review of the research on the topic. (MLF)

ED 292 215

EA 019 942

and leadership. Renzulli has determined that three clusters (above average ability, task commitment, and creativity) must be present and interact to produce creative achievement. Ellerton modifies the curriculum to accommodate the gifted or highly creative child in the mainstream as well as in a specifically designed system of revolving out and into small group situations. The specific methods used in the school for enrichment and acceleration are presented, the theoretical and practical bases for the encouragement of creativity are described, and the characteristics of the gifted child are identified. (VW)

ED 292 228

EC 202 010

Cawood, Joe: And Others

Climbing the Ladder to Leadership--A Panel Discussion.

PUB DATE- Jun 84

NOTE- 40p.; Paper presented at the International Conference:

Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Committees; Curriculum Development; Foreign Countries;

*Gifted; High Schools; *Leadership Qualities; *Leadership Training;

*Student Leadership; Teaching Methods

IDENTIFIERS- South Africa

Five papers look at facets of leadership and its development in the schools. The first paper, "The Development of Pupil Leadership" by Joe Cawood, looks at definitions of giftedness which include leadership, and offers an inverted pyramid model of leadership development in schools. The second paper, "Class-Based and Subject-Related Leadership Development for School Pupils" by Sunita Conradie, identifies teaching strategies to foster leadership development, including an atmosphere of relaxed acceptance in the classroom and the incorporation into the syllabus of a theme on leadership. Strategies were successfully implemented in nine South Africa high schools. Appendixes list appropriate curriculum components, teaching methods, and activities. The next paper, also by Conradie, is entitled "Guidelines for the Identification of Leadership Potential in School Pupils." Guidelines are offered concerning early identification, continuous identification, and use of a multidimensional approach. The fourth paper, by Johan

ED 292 244

EC 202 026

Smith, Corinne Roth

Adapting Piano Instruction to the Needs of Children with Learning Disabilities; Merging Research & Intervention.

PUB DATE- Feb 87

NOTE- 38p.; Paper presented at the Annual International Conference of the Association for Children and Adults with Learning Disabilities (24th, San Antonio, TX, February 25-28, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Aesthetic Education; *Educational Principles; Elementary Education; *Learning Disabilities; *Mild Mental Retardation; *Music Education; *Music Reading; Program Development; Self Expression; Skill Development; *Teaching Methods

IDENTIFIERS- *Piano Instruction

A music reading program was successful in teaching note reading in a nearly errorless fashion to one educable mentally handicapped and two learning-disabled piano students (aged 6-13). The program was based on principles extracted from the psychological and educational research literature and included the need to: (1) use symbols that catch children's attention; (2) match content to readiness level; (3) match methods to cognitive style; (4) adapt to uneven rates of learning; (5) match materials to gestalt scanning preferences; (6) match methods to vertical discrimination preferences; (7) incorporate motor reinforcement activities; (8) isolate hands and coordinate mirror movements; (9) plan for inhibitory motor movements; (10) distribute practice into short sessions at frequent intervals; (11) match timing to information processing speed; (12) match repetitions to students' practice needs; (13) avoid perceptual overloading; (14) teach self-verbalization as a learning strategy; (15) enhance motivation by use of individualized incentives; and (16) involve parents. The paper stresses the importance of encouraging instrumental instruction for handicapped children, in order to provide them with opportunities for self-expression and self-satisfaction, to avoid social isolation, and for integration with their culture's aesthetic experiences. (JDD)

Rehabilitation Act of 1973).
Office for Civil Rights (ED), Washington, DC.
PUB DATE- Jan 87
NOTE- 19p.; For English version, see EC 202 038.
AVAILABLE FROM- Office for Civil Rights, Education Department, 330 C
St. S.W., Washington, DC 20202.
LANGUAGE- Spanish
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Legal/Legislative/Regulatory Materials
(090)
DESCRIPTORS- Accessibility (for Disabled); Civil Rights;
*Disabilities; *Educational Discrimination; Elementary Secondary
Education; Eligibility; Equal Education; *Equal Opportunities
(Jobs); Federal Aid; *Federal Legislation; *Federal Regulation;
Grievance Procedures; *Handicap Discrimination; Health Services;
Postsecondary Education; Preschool Education; Social Services;
Welfare Services

IDENTIFIERS- *Rehabilitation Act 1973 (Section 504)
This Spanish-language pamphlet explains Section 504 of the
Rehabilitation Act of 1973, which outlaws disability discrimination
in programs receiving federal funds and the extensive regulations
stemming from Section 504. The rights and responsibilities of
handicapped persons are related to the following issues:
eligibility for coverage under the law; program accessibility;
preschool, elementary, secondary, and adult education;
postsecondary education; health, welfare, and social services; and
employment practices. Procedures for filing a complaint of
discrimination are included, along with a list of regional civil
rights offices of the U.S. Department of Education's Office for
Civil Rights. (JDD)

ED 292 258

EC 202 040

Special Education Curriculum (Computerized IEP Catalog).
Garland Independent School District, TX.
PUB DATE- Sep 86
NOTE- 1,202p.
LANGUAGE- English
EDRS Price - MF09/PC49 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTORS- Behavioral Objectives; Competency Based Education;

age group who have taken the same survey. (KC)

ED 291 875

CE 049 448

Read, Catherine; Mackay, Ron

Illiteracy among Adult Immigrants in Canada.

Concordia Univ., Montreal (Quebec).

SPONS. AGENCY- Ministry of State for Multiculturalism, Ottawa (Ontario).

PUB DATE- Dec 84

NOTE- 153p.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Educational Needs; *Educational Policy; Foreign Countries; *Functional Literacy; *Government Role; *Illiteracy; *Immigrants; Policy Formation; Program Implementation; Teaching Methods

IDENTIFIERS- *Canada

This study outlines some of the literacy problems of immigrants to Canada and the attempts being made to overcome these problems. The study first examines some of the popular definitions of literacy with a view to finding one that might be a goal for all illiterates in Canada regardless of their birthplace. Next, the latest data are analyzed to highlight any apparent immigration trends and characteristics of immigrants in terms of linguistic and ethnic background, education, and income. The occupations in which immigrants are found are analyzed to establish not only where immigrants work but also where illiterates work. The policies of both the Canadian Government and the provincial governments are then examined to find out the priority that each level of government accords to literacy activities, particularly for adult immigrants. In the next section, the approaches of other countries to combatting illiteracy are discussed as possibilities from which Canada can learn. The report then discusses the problems of immigrants to Canada and the effect of these problems on determining the educational needs of immigrants. Finally, some of the responses to immigrants in Canada are considered, in particular some of the community-based language and literacy programs set up to overcome educational barriers and meet the identified needs of immigrants in their communities. This document contains extensive tables concerning immigrant literacy in Canada and a list of references. (KC)

their tenure in high school. The EEP seemed to be serving a kind of upper-middle group of students, as measured by the district tests. The GED provided an opportunity for them to demonstrate that they have learned and are ready to go on to other pursuits. (YLB)

ED 291 890

CE 049 695

Stoker, Howard W.

Comparative Performance of Florida Seniors on the GED Test Battery.
GED Research Brief No. 10.

American Council on Education, Washington, DC. GED Testing Service.

PUB DATE- Aug 86

NOTE- 7p.; Summary of a study sponsored by the Bureau of Adult and Community Education, Florida Department of Education.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; *High School Equivalency Programs; High Schools; *High School Seniors; *Outcomes of Education; Program Effectiveness; Research Problems; *Scores; *Test Interpretation; Test Norms; Test Reliability

IDENTIFIERS- *Florida State Student Assessment Test Part II; *General Educational Development Tests

This report describes two studies, one comparing Florida students' performance to national norms on the General Educational Development (GED) tests, the other comparing performance on the GED tests and the Florida State Student Assessment Test, Part II (SSAT-II). In the first study, a representative sample of 1,200 high school seniors completed two of the battery of five tests of the GED in Spring 1984. Means and standard deviations for the five tests and intercorrelations among the five tests were calculated in order to compare the Florida data with the national data, which were based on a sample of about 700 high school students tested in the spring of 1980. The study found that Florida's seniors compare quite favorably. Mean scale scores were higher than the national norm on all tests and noticeably higher on the science and mathematics tests. Performance in the upper score ranges on the writing skills, social studies, science, and reading skills was slightly less than that of the national sample, but from the midpoint down, Florida's seniors outperformed the national group. In the second study, the names of the students who had taken the GED test samples were matched to those students who had also taken the SSAT-II; a 79 percent match was found. Correlations, although

Evaluation Instruments (160)

DESCRIPTORS- Case Studies; Community Programs; Educational Legislation; *Education Work Relationship; Federal Legislation; Individual Counseling; Models; *Moderate Mental Retardation; *Normalization (Handicapped); Outcomes of Education; Program Development; Program Implementation; Residential Programs; *Severe Disabilities; Special Programs; *Transitional Programs; Vocational Education; *Vocational Rehabilitation

This book is intended to assist anyone who is interested in the quality of life afforded persons with moderate and severe disabilities, including educators, residential providers, vocational rehabilitation personnel, social staff, parents, and advocates. The first section, which deals with the reasons why transition is needed, covers the following topics: major federal legislation addressing transition services provided under the auspices of special and vocational education and vocational rehabilitation, legislation and initiatives versus practice, ways of narrowing the gap between theory and practice, the role of transition services as the missing link between education and adulthood, and components of the transition model (residential environment, employment, and social and interpersonal networks). The second chapter examines ways of helping moderately and severely disabled persons increase their productivity, independence, and participation in the community and workplace. It includes information on high school programs, curriculum development models, integrated school systems, and community-based instruction. The third chapter covers the "players" and procedures entailed in planning the transition process, including the core transition team and methods of individualizing and evaluating the process. The array of available residential, vocational, recreation/leisure, and community-at-large services is described in the next chapter, which deals with the outcomes of the transition process. Finally, process and product/outcome barriers are addressed in a concluding chapter on barriers to transition planning. Appendixes include a parent/guardian transition questionnaire, follow-up survey, and format for organizing individual transition objectives. (MN)

ED 291 904

CE 049 729

Morin, Lucien; Cosman, J. W.

Proposed Amendment of the United Nations Standard Minimum Rules for the Treatment of Prisoners.

International Council for Adult Education, Toronto (Ontario).

This English-Vietnamese glossary, which is intended for use in career exploration, special education, and English as a second language courses, consists of side-by-side English and Vietnamese definitions of terms related to the job search process. A wide range of terms that are likely to be encountered in a career awareness/exploration class is covered, including terms related to work attitudes, different types of employment (full-time versus part-time or provisional employment), wages and benefits, and employee and employer responsibilities. Terms that are directly linked to the job search process (e.g., resume) and words that are likely to be encountered by persons completing job applications or being interviewed for a job (e.g., marital status, address, abbreviations) are listed. Basic terms related to labor and civil rights legislation, such as discrimination, affirmative action, disability, are also included, as are concepts and terms related to career development such as advancement, conscientious, and success. (MN)

ED 291 918

CE 049 759

Project BILLET Curriculum Package. Bilingual Vocational Skill Training Program 1986-1987.

Community Coll. of Rhode Island, Warwick.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 87

NOTE- 125p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Basic Education; Basic Skills; Bilingual Education; Competency Based Education; *Course Content; Dental Assistants; Educational Resources; *Employment Potential; Geriatrics; Instructional Materials; *Job Skills; Machine Tools; Nurses Aides; *Second Language Instruction; Skill Development; Spanish Speaking; Teaching Methods; *Vocational English (Second Language); Welding; Word Processing

This document describes a project that provided vocational skills and job-specific English-as-a-second-language (ESL) training to Spanish-speaking adults in Lincoln, Rhode Island. Project BILLET (Bilingual Learning and Employment Training) offered training in five vocational skill areas: machine technology, welding

ED 291 932

CE 049 784

Graphic Communications Systems. Grade 11-12. Course #8135 (Semester Technology Education Course Guide. Industrial Arts/Technology Education.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Vocational Education.

PUB DATE- 88

NOTE- 67p.; For related documents, see CE 049 780-794.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Audience Analysis; *Audiovisual Communications; Behavioral Objectives; Communication (Thought Transfer); Grade 11 Grade 12; *Graphic Arts; High Schools; *Industrial Arts; Information Transfer; Learning Activities; Learning Modules; Lesson Plans; Mass Media Effects; *Photography; Production Techniques; State Curriculum Guides; *Technology

IDENTIFIERS- North Carolina

This guide is intended for use in teaching a graphic communication systems. The course has been designed to provide students with an opportunity to assess audiences; design, produce, and deliver printed and photographic messages; and analyze the impacts of these messages. The first two sections discuss the guide's development within the framework of North Carolina's efforts to improve technological literacy and the guide's place as part of an instructional system. A list of the course's major objectives and a course outline are provided next. The remainder of the guide consists of learning modules on the following topics: the nature of graphic communication, designing graphic messages, preparing images for printed graphics, preparing image carriers and producing printed graphic products, preparing to produce photographic messages, and producing photographic messages. Each module includes information about the length of time needed to complete the module, an introduction to the instructional content to be covered in class, performance objectives, a day-by-day outline of student learning activities, related sample charts and worksheets, and lists of suggested textbooks and references. (MN)

ED 291 933

CE 049 785

Educators who write documents or journal articles want to have their writing read and cited. To achieve this today, educators need to produce writings that are easily accessible through computerized searching (online and on compact disk) in databases. The trend toward end-users doing their own computerized information retrieval has caused database vendors to make changes that ease end-user frustration. In addition, writers can control certain components of the writing process to meet the goal of making their writing more easily located via computerized bibliographic or full-text database searching by end-users and intermediaries. Writers can (1) have a clear and unambiguous title, (2) provide a narrative abstract or annotation, (3) cite authors' names in a consistent format, (4) select appropriate words for the title and abstract, and (5) furnish an informative document title page. (YLB)

ED 291 946

CE 049 826

Oliveira, Victor J.; Cox, E. Jane

The Agricultural Work Force of 1985. A Statistical Profile.

Agricultural Economic Report 582.

Economic Research Service (DOA), Washington, DC. Agriculture and Rural Economics Div.

PUB DATE- Mar 88

NOTE- 41p.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- Adults; *Agricultural Laborers; *Employment Patterns; Employment Statistics; *Farmers; *Farm Labor; *Farm Occupations

This report examines the demographic and employment characteristics, geographic distribution, and earnings of the agricultural work force in the United States as of 1985. Data are from the Agricultural Work Force Supplement to the December 1985 Current Population Survey. The three components of the agricultural work force--hired farmworkers, farm operators, and unpaid farmworkers--are examined separately. A comparison of the findings from each of the three work force components follows the analytical results. Additional statistical tables, information on the source and reliability of the survey estimates, and the definitions of key terms used in this report are in the appendixes. Some of the

ED 291 959

CE 049 848

Lopez-Valadez, Jeanne, Ed.; Pankratz, David, Ed.

VESL for Heating and Air Conditioning: A Competency-based Curriculum Guide. Project OSCAER.

Northwest Educational Cooperative, Arlington Heights, IL.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Sep 87

NOTE- 167p.; For related documents, see CE 049 847-849.

CONTRACT- 100AH60026

AVAILABLE FROM- Curriculum Publications Clearinghouse, Western Illinois University, Horrabin Hall 46, Macomb, IL 61455.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Air Conditioning; Air Conditioning Equipment; Behavioral Objectives; Competency Based Education; Electricity; Electronic Control; Equipment Maintenance; Fused Curriculum; *Heating; Job Skills; *Language Skills; Learning Activities; Performance Tests; Refrigeration; Secondary Education; *Second Language Instruction; Second Language Learning; Student Evaluation; *Trade and Industrial Education; Vocabulary; *Vocational English (Second Language)

IDENTIFIERS- Soldering

This guide is intended for vocational educators developing the vocational English as a second language (VESL) component of a course in heating and air conditioning. The introductory section examines assumptions about second language learning and instruction and VESL classes, local adaptations of the curriculum, and sample VESL lessons. The chapter on language competencies lists and cross-references vocational and language competencies. The next chapter provides samples of natural, practical language for each of the competencies identified in the second chapter. The samples are organized into sets according to the following topical areas: identification, function and usage, safety, task performance, clarification and verification, and general employment. Chapter 4, which is devoted to vocational competencies and vocabulary, covers the following topics: safety and tools, soldering and silver brazing, electricity, refrigeration systems and their maintenance, refrigeration/air conditioning troubleshooting and repair, electrical controls, and basic (gas) heating. The fifth chapter

training-related jobs 48 percent of the total time they were employed. Multivariate analyses suggested that: high grades in the vocational specialty were positively correlated with training-related placement; and gender remained one of the strongest predictors of earnings despite training-related placement. Other findings were that: substantial concentration in a vocational specialty was one of the most influential factors in getting and keeping a training-related job, and the trade and industrial specialty was also associated consistently with holding a training-related job. The lack of consistent results for gender and race/ethnicity suggested that the problem of getting and holding a training-related job was general for male vocational graduates and not, as with women, applicable to specific sub-groups. (Additional data are appended.) (YLB)

ED 291 973

CE 049 872

Campbell, Paul B.; And Others

Dynamics of Vocational Education Effects on Labor Market Outcomes.
Ohio State Univ., Columbus. National Center for Research in
Vocational Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED),
Washington, DC.

PUB DATE- 87

NOTE- 72p.

GRANT- G008620030

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Educational Benefits; Educational Research; *Education
Work Relationship; *Employment Patterns; Graduate Surveys; High
School Graduates; High Schools; Longitudinal Studies; Outcomes of
Education; Success; *Vocational Education; Vocational Followup
An analysis assessed the effects of a high school vocational
curriculum over time as labor market experience accumulates. Since
two additional years of labor market experience had become
available for respondents to the National Longitudinal Survey of
Labor Market Experience-Youth Cohort (NLS-Youth) and longer trends
of effects could be observed, the study replicated the exact
specifications of an earlier analysis and added the dimension of
expected lifetime earnings. Data were from the NLS-Youth and High
School and Beyond databases. Findings indicated that vocational
education provided, in the short term, a direct wage advantage for

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Employee Attitudes; Models; *Personality Traits; *Sex Differences; *Work Attitudes

Research comparing males' and females' work attitudes has found inconsistent results. This study used a heterogeneous sample of 722 employees from 8 organizational groupings to investigate possible gender differences on 26 personological variables and 23 job reaction variables. Data analyses revealed relatively few significant differences, and they were of small magnitude. Some differences diminished or disappeared when the effects of gender-related differences in age, tenure, education, job characteristics, occupational category/level, and income were controlled. The findings suggest that men and women are highly similar in their reactions to the world of work and that the modest differences that may be observed largely reflect the spurious effects of differences in the jobs typically held by men and women. A few gender differences were not accounted for by the covariates, and evidence was noted for some covariates exerting "suppressor effects" on gender differences. A developmental path model of male and female job reactions also confirmed the appropriateness of the same causal model for both men and women. (NB)

ED 291 987

CG 020 594

Kirmeyer, Sandra L.

Job Demands, Productivity, and Type A Behavior: An Observational Analysis.

SPONS. AGENCY- National Science Foundation, Washington, D.C.

PUB DATE- Aug 87

NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).

GRANT- BNS-8008456

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Behavior Patterns; Competition; Employee Attitudes; *Personality Traits; Stress Variables; *Work Attitudes

IDENTIFIERS- *Type A Behavior

Previous research has shown that Type As appraise their jobs as more demanding than do Type Bs, yet few studies have measured

ED 292 000

CG 020 607

Mosher, William D.

Trends in Contraceptive Practice: United States, 1965-76, Vital & Health Statistics. Data from the National Survey of Family Growth, Series 23, No. 10.

National Center for Health Statistics (DHHS/PHS), Hyattsville, MD.

REPORT NO.- DHHS-PHS-82-1986; ISBN-0-8406-0243-X

PUB DATE- Feb 82

NOTE- 55p.; Covers are printed on colored paper.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Age Differences; *Contraception; Family Planning; Family Size; Females; National Surveys; *Racial Differences; *Religious Factors; *Spouses; *Trend Analysis

This report presents findings based on interviews with three nationally representative samples of currently married women between the ages of 15 and 44 years, as documented in 1965 National Fertility Study and the 1973 and 1976 National Surveys of Family Growth. Statistics from these surveys are presented on the contraceptive practice of respondents according to various socioeconomic characteristics. Findings are presented in two sections: use of contraception (contraceptive status) and couples using contraception (contraceptors) according to the method used. Findings are discussed which show that changes in contraceptive status, with use increasing from 63% in 1965 to 68% in 1976, were small compared with the changes in methods used among contraceptors. The background and methodology of the three surveys and trends and differences in the use of contraception are presented. The main body of the text describes trends in use of the pill, intrauterine device, sterilization, and other methods, according to age, race, number of years since first marriage, parity (number of children ever born) and intent to have more children, religion, and education. Within each section, trends and differentials are described. Appendix I contains technical details about the surveys; appendix II provides definitions of terms; and appendix III is a reprint of selected questions on contraceptive use from the 1976 National Survey of Family Growth. (NB)

to provide family life professionals with help in identifying adolescents at-risk for suicidal behavior, providing more effective interventions for suicidal adolescents and their families, and developing policies and preventive measures. The paper includes an overview of theoretical models used to explain adolescent suicidal behavior, including Durkheim's theory of suicide, social learning theory, psychoanalytic theory, psychological and social-psychological approaches, biological approaches, family systems theory, and human ecological theory. Emphasis is placed on the human ecological model, which provides a multidisciplinary approach to understanding adolescent suicide that incorporates individual, environmental, and social system factors that may influence adolescent suicidal behavior. As a first step toward an ecosystem intervention approach for suicide prevention and intervention, existing literature on adolescent suicide is reviewed and categorized according to the human ecological model, with an emphasis on family dynamics and suicidal behaviors. Ecosystem predictors of suicidal behaviors are discussed at the organism, microsystem, mesosystem, exosystem, and macrosystem levels. Recommendations for interventions and prevention efforts are made at each of the levels. Fifty-nine references are included. (NB)

ED 292 016

CG 020 623

Baranowski, Marc D.; And Others
Men's Perceptions of Grandfatherhood.

PUB DATE- Nov 87

NOTE- 28p.; Paper presented at the Annual Conference of the National Council on Family Relations (49th, Atlanta, GA, November 14-19, 1987). The research presented in this document was supported by the Maine Agricultural Experiment Station.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Age Differences; *Family Relationship; *Grandchildren; *Grandparents; Health; *Males; Middle Aged Adults; Older Adults; *Role Perception; *Self Concept

While husbands and fathers have attracted the attention of family researchers, grandfathers have received much less attention. This study was conducted to explore meanings associated with grandfatherhood, especially with regard to grandfathers' age and health. Questionnaires and interviews were conducted to examine

ED 292 030

CG 020 637

Shock, Nathan W.; And Others

Normal Human Aging: The Baltimore Longitudinal Study of Aging.

National Inst. on Aging (DHHS/NIH), Bethesda, MD.

REPORT NO.- NIH-84-2450

PUB DATE- Nov 84

NOTE- 661p.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing

Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF03/PC27 Plus Postage.

PUB TYPE- Reports - General (140) Reports - Research/Technical (143)
Books (010)

DESCRIPTORS- *Age Differences; *Aging (Individuals); *Individual
Development; *Longitudinal Studies; Research Methodology

IDENTIFIERS- *Baltimore Longitudinal Study of Aging

The Baltimore Longitudinal Study of Aging (BLSA) was begun in 1958 to trace the effects of aging in humans and to distinguish between the true effects of aging and those processes, including disease, socioeconomic disadvantage, and lack of educational opportunity, that may appear or become more pronounced with time but are biologically irrelevant to the underlying mechanisms of human aging. It has sought to achieve this goal by making measurements on over 1,000 male volunteers who at their entry into the study were aged 17 to 96 years and were living independently in the community. Since 1978, women have been systematically added to the BLSA. This document presents a report of the BLSA's first 23 years. Chapter I describes methods for the study of aging. Chapter II provides a literature review of studies that illustrate the strengths and weaknesses of the longitudinal method and that were conducted on normal community-residing adults. Chapter III describes the general design of the study, characteristics of the subjects, the tests used, data storage and retrieval, and methods of data analysis. Chapter IV describes in detail the testing procedures followed. The results of published BLSA cross-sectional analyses are summarized in chapter V, while those based on longitudinal examinations of selected variables are summarized in chapter VI, and 35 of those longitudinal studies themselves are reprinted in the appendix, which comprises over half of this volume. Preceding the appendix, the seventh and last chapter looks at future directions for the BLSA. Thirty-five tables and 48 figures are included, and a 386-item reference list is provided. (NB)

Students; Drinking; *Drug Abuse; *Drug Education; Higher Education
*Prevention; Program Implementation

This document presents a report of the education and prevention activities recognizing National Collegiate Alcohol Awareness (NCAA) Week undertaken at Central Michigan University in Mt. Pleasant, Michigan during October and early November, 1987. It begins with a brief review of the university's campus-wide programs, goals, and activities to reduce alcohol abuse and other drug use. NCAA Week activities that were sponsored are reviewed, focusing on how they were implemented to encourage participation, the level of participation in the activities, program evaluations, and long-term results/impact of the week's activities. The report concludes with a summary of the planned alcohol and other drug education activities for the remainder of the academic year. Relevant materials are appended, including letters of support for the activities, flyers and advertisements, newspaper and magazine articles, memorandums, brochures, and newsletters. (NB)

ED 292 045

CG 020 652

The Ninth Grader and Beyond: A Review of the Ninth Grade Task Force.
Spokane School District 81, Wash.

PUB DATE- Oct 86

NOTE- 48p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - General (140) Information

Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Dropout Prevention; *Dropouts; *High Risk Students;
High Schools; *High School Students; *Program Effectiveness;
Student Attrition; Trend Analysis; Youth Problems

IDENTIFIERS- Washington (Spokane)

There is a growing concern at the national, state, and local level over the number of students who are leaving school without graduating. In response to this concern, Spokane School District No. 81 in Spokane, Washington established a ninth-grade task force to examine the issue of dropouts. This report reviews related literature examined by the task force, highlights out-of-district program designs that maximize the success of ninth graders and dropouts in general, tabulates and analyzes district data on dropouts, and provides recommendations for further study. Tables are included which illustrate dropout rates by state for 1982 and 1984; the District No. 81 annual state dropout report; and District

Thompson, Charles L.; And Others
Speech Recognition Technology: An Application to Beginning Reading
Instruction. Technical Report.

Educational Technology Center, Cambridge, MA.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Oct 85

NOTE- 45p.

CONTRACT- NIE-400-83-0041

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Beginning Reading; *Computer Assisted Instruction;
Elementary Education; *Reading Instruction; *Reading Programs;
Science Programs; Speech Synthesizers; *Technological Advancement

IDENTIFIERS- *Computer Speech Recognition; Software Testing

Noting that the recent development of reliable, high-performance, low-cost speech recognizers--devices that can distinguish among spoken words--holds potential for education, such as early reading instruction, this technical report describes a study which investigated two principal questions: (1) Does an inexpensive, microcomputer-based speech recognizer perform reliably enough on young children's speech to permit application to reading instruction?; and (2) What are the main human factors attending such use? The Dragon System Mark II Isolated Word Speech Recognizer was used in the study, which included four stages. The first phase took place in June 1984 and involved 17 kindergartners; the second phase took place in November 1984 and involved 7 kindergartners and 8 first graders; the third phase took place in late December and involved 10 kindergartners; and the fourth phase took place in August 1985 and involved 6 students who had completed kindergarten and were about to enter first grade. The results of the study indicated that speech recognition technology holds potential for such educational applications as beginning reading instruction. Findings also suggest that human factors, such as microphone handling, responses to recognition errors, responses to prompts and remarks, and need for adult supervision are crucial ingredients in the effective application of speech recognition technology in education. (Seven tables of data are included and a short bibliography is attached.) (NH)

students to consider attending college and spelling achievement. Since a strong correlation existed between what the children said about the program and school achievement in years following the program, it is clear that the program provides long lasting beneficial results. (A table of data and a survey form are attached.) (ARH)

ED 292 073

CS 009 077

Greer, Eunice Ann; Mason, Jana M.

Effects of Home Literacy on Children's Recall. Technical Report No. 420.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Feb 88

NOTE- 24p.; Portions of this paper were presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).

GRANT- NIE-400-81-0030

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Family Environment; Kindergarten Children; *Literacy; *Parent Child Relationship; *Parent Influence; Primary Education; Reading Aloud to Others; Recall (Psychology); Users (Information)

IDENTIFIERS- Reading Motivation

A study assessed the impact of the home literacy environment on kindergartners' recall of topically familiar and unfamiliar information. Subjects, 32 kindergarten students (16 from a public school and 16 in a gifted program in a private school), were selected from a mid-sized, mid-western community. All subjects recalled two of four counter-balanced passages, completed the Slosson Subtest of Verbal Ability, and responded to interview questions which assessed their perceptions of the frequency of home literacy experiences. Subjects' parents also completed surveys which measured the frequency of home literacy experiences. Results indicated that: (1) the amount and quality of home literacy activity affected the recall of prosodic information among kindergartners; (2) children with higher verbal scores were less affected by passage unfamiliarity than were children with lower verbal scores; and (3) regardless of verbal ability, subjects who

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Critical Thinking; Drama; Educational Assessment;
Elementary Secondary Education; *Language Arts; *Parent Attitudes;
*Program Evaluation; Reading Achievement; *Student Attitudes;
Student Needs; Surveys; Teacher Attitudes; Writing Evaluation

IDENTIFIERS- Albuquerque Public Schools NM

In accordance with the Albuquerque (New Mexico) Public Schools' curriculum planning process, a language arts program evaluation was conducted during the 1986-87 school year in order: (1) to provide a comprehensive overview of the language arts program; (2) to determine if the language arts program meets the needs of students and parents; and (3) to provide information for continued program development and improvement. Opinion surveys were collected from parents, students, English teachers from all levels, and high school drama teachers. Despite parents' requests for a greater emphasis on writing and teachers' desire for more training in developing creative and critical thinking skills, in general, findings indicated that the language arts program is meeting the needs of parents and students and effectively meeting the goals of the program. An analysis of scores on the Comprehensive Tests of Basic Skills showed that the Albuquerque students were at or above the national average in all subjects related to language arts, with spelling being the weakest performance area of students. Student opinion surveys at all levels revealed a positive attitude toward writing, with an indication that writing process activities were becoming more widespread. Additionally, drama teachers reported that they would prefer to have funding allocated directly to drama departments. (Twenty-four references are attached.) (ARH)

ED 292 088

CS 211 059

McGuire, Sandra L.

Promoting Positive Attitudes toward Aging among Young Children
through Literature: A Reading List (Preschool-Third Grade).

PUB DATE- Apr 87

NOTE- 16p.; Handout distributed at the Annual Meeting of the Southern
Gerontological Society (New Orleans, LA, April 13-16, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131) Speeches,
Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Age Differences; *Aging (Individuals); *Aging Education;
*Childrens Literature; Older Adults; Picture Books; Primary

Research

IDENTIFIERS- *Analytical Writing; *Content Learning; Writing Contexts; Writing Tasks

Given that very little is known about the kinds of writing experiences students have in content areas beyond writing for evaluative purpose, a study investigated how writing tasks interact with learning and also how the instructional context in which writing is embedded influences what students contribute to and take from writing. The effects of three study conditions (review only, study questions, and analytic essay writing) on students' written products, reasoning processes, and measures of learning from text were examined. One teacher of American History and two of her 11th grade classes participated in: (1) a three month observational stage in which case study techniques were employed with six students to determine the typical approaches to American History utilized in the general and academic courses; and (2) an experimental stage in which 22 participating students read, wrote about and took a battery of tests on prose passages excerpted from textbooks and completed a series of read-and-study tasks, while 18 of their classmates completed the same tasks while composing aloud. Results indicated analytic writing enabled the students to tap personal knowledge and use concepts in new situations, and enabled general students to recall specific information from text at least as well as the academic students. Study questions enabled students to focus on the text in a full yet more superficial way. (Six tables of data are included, and 20 references and three appendixes are included.) (NH)

ED 292 102

CS 211 079

Worley, Lloyd D.; Johnson, John A.

Projective and Intraceptive Styles of Poetry Interpretation.

PUB DATE- Apr 87

NOTE- 10p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Arlington, VA, April 9-12, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15 Reports - Research/Technical (143))

DESCRIPTORS- Attitude Measures; *Cognitive Style; Comparative Analysis; Content Analysis; Higher Education; *Interpretive Skill Literary Criticism; Opinions; *Poetry; Prisoners

IDENTIFIERS- Hogan Empathy Scale; Whitman (Walt)

Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports
Research/Technical (143)
DESCRIPTORS- Cultural Context; *Discourse Analysis; Higher Education
*Interdisciplinary Approach; Reading Writing Relationship; *Writing
Across the Curriculum; Writing Improvement
IDENTIFIERS- Audience Awareness; Discourse Modes; Referential
Communication; Science Writing

If the various academic disciplines are considered as cultures, with their own language, literature, behavior, and mode of discourse, then more and more the need of educated readers is to read across disciplines or multiculturally, and the goal of college writing teachers should be to encourage students' interdisciplinary reading. Respect for the structure and perspective of an unfamiliar discourse can bring readers nearer to a world view other than their own, thereby extending opportunities for interdisciplinary thinking. Since "translating" from one discipline into another would serve only to reinforce the biases and boundaries of a person's thinking, it is important for readers to read authentic discourse, not simplified rewrites. An analysis of the discourse of musical theory, for example, reveals that its structural relationships have implications for critics and structural theorists in many fields of discourse. Similarly, many articles in scholarly scientific journals have immediate social implications, and all offer another model of the universe, restricted to a statement of problem, methods, results, and discussion. While some of these articles are dependent on specialized vocabulary to the extent that they are removed from the domain of a general audience--possibly authors of such works could learn flexibility of form from the humanist, exploration of alternatives from the philosopher. The writings of Oliver Sacks provide an excellent example of interdisciplinary thinking: he transforms the scientific case study into an interpretive, humanistic essay--without "translation" or simplification. (ARH)

ED 292 117

CS 211 094

Pedersen, Elray L.

Puritan Indians: Wounded with One Hand and Healed by the Other.

PUB DATE- Oct 87

NOTE- 13p.; Paper presented at the Annual Meeting of the Rocky Mountain Modern Language Association (Spokane, WA, October 16, 1987).

LANGUAGE- English

between the novel and the student's own experience. In a case study, the issue of racial hatred can be objectively discussed as students gather evidence (either fictional or factual) and draw conclusions based upon it, leading to a cause and effect analysis of the event described. Literature which addresses racial hatred, such as Ernest Gaines' "A Gathering of Old Men" and "The Autobiography of Miss Jane Pittman," lends itself to a case study treatment because students must use the individual narratives of the novels as primary source material for deriving a "factual" reconstruction of the novels' events. Various preliminary activities, including role plays and studies of character motivation, use reader responses to search for meaning in the novels which can then be related to the student's own experiences. After considering their affective responses, students can approach the issue by writing a formal case study, thereby permitting the expression of emotional and intellectual reactions. (Nine references are appended.) (MM)

ED 292 131

CS 211 113

O'Farrell, Lawrence

Teaching the Playwright's Art: A Research Report.

PUB DATE- 88

NOTE- 174p.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

Guides/Methods/Techniques (For Practitioners) - Classroom Use -

Teaching Guides (For Teacher) (052)

DESCRIPTORS- Curriculum Design; Curriculum Development; Educational

Research; Foreign Countries; *Playwriting; Questionnaires; Scripts

Secondary Education; Teaching Methods; Theater Arts

IDENTIFIERS- Canada; Drama in Education; *Playwrights; Professional

Activities; Theater Research; *Writing Attitudes

In order to develop a guide for teaching a course on playwriting, study reviewed related literature and conducted a survey of information and opinions from practicing playwrights. Members of the Playwrights' Union of Canada, 145 playwrights, completed a survey of ten open-ended questions describing the processes of the playwright's art, suggesting how this art can be introduced to drama students at the senior high school level, and indicating how playwriting can be related to a broad curriculum of dramatic education. Questions included: (1) What is your chief motivation

Awa, Njoku E.

Taking Indigenous Knowledge Seriously in Rural Development Programs.
PUB DATE- Nov 87

NOTE- 21p.; Paper presented at the Annual Meeting of the Speech
Communication Association (73rd, Boston, MA, November 5-8, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150
Information Analysis/State-of-the-Art Materials (070))

DESCRIPTORS- Comparative Analysis; Cultural Context; Cultural
Influences; *Developing Nations; Economic Development;
*Ethnocentrism; *Intercultural Communication; *International
Programs; International Relations; Modernization; *Rural
Development; Social Change; *Social Cognition; Social Differences;
Social Values; Sociocultural Patterns; World Problems

IDENTIFIERS- *Cultural Hegemony; Humanistic Psychology; Third World

Arguing that consultative and authoritative frameworks for rural development programs allow those in a superior position to define development priorities and to determine when and to what extent those in subordinate positions can participate, this paper outlines the need for participative-group management of such projects. The paper notes that development planning based on exogenous knowledge alone is necessarily nonparticipative, and argues that both exogenous and indigenous knowledge and information relating to the issue to be decided must be shared. The paper suggests that Third World development projects fail because they are, paternalistically, based almost exclusively on ethnocentric Western theories, and on Western economic rationality, which is far removed from the logic that governs economic operations in low-technology nations. The paper proposes that both parties in the development enterprise need to assimilate the logic underlying both the indigenous and the exogenous knowledge systems. After citing examples in which the failure to incorporate indigenous world views into the design of third world development interventions produced misunderstanding and alienation for the local people and inhibited participation in follow-up projects, the paper observes that changes in the old ways of doing things can only have lasting and satisfying results if they come from within the culture itself. The paper concludes that as Western development agencies embrace local knowledge, local peoples can cease being clients and become partners. (Twenty-four references are attached.) (JG)

"black and white or is it color" and "scratched sepia"; 2) audience interaction gimmicks; 3) the familiar or aggravating figure testimonial; 4) three-dimensional "pop-outs", and 5) multi-mediated print. (Lists of ads that represent stereotype breaking in television spots and techniques for breaking stereotypes in print ads are appended.) (MM)

ED 292 159

CS 506 078

Post, Jory; Friedman, Alan

Communication for a Livable World: A Curriculum for Grades 4-8.

REPORT NO.- ISBN-0-941816-51-6

PUB DATE- 88

NOTE- 149p.

AVAILABLE FROM- Network Publications, P.O. Box 1830, Santa Cruz, CA 95061-1830.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Communication Skills; *Curriculum Guides; Intermediate Grades; Junior High Schools; *Lesson Plans; Nonverbal Communication; Student Centered Curriculum; Teaching Methods; Verbal Communication

IDENTIFIERS- *Communication Strategies; Historical Background

The ideas and activities in this curriculum guide seek to develop students' communication skills through participation in real world activities as opposed to classroom simulation. The lessons were pilot tested on a fifth and sixth grade class, but can be adapted for use in grades four through eight. Following an introductory section, the course of study outlined in the guide is divided into four main areas of focus: history of communication, methods of communication, communication skills, and projects. The first part, on the history of communication, is comprised of nine lessons offering students a historical perspective on the development of communication, from cave painting to satellites. The second part, methods of communication, introduces the four main categories of communication--verbal, written, visual, and nonverbal--with three lessons presented for each area. The communication skills section concentrates on the three main skill areas, providing three lessons for presentation, writing, and critical thinking. Finally, the guide outlines six long-range projects, each of which requires advanced planning and will work best using small cooperative

Management, University of Oregon, 1787 Agate Street, Eugene, OR 97403 (\$2.50 handling charge per each request).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- *Academic Persistence; Academic Standards;

*Disadvantaged; Dropouts; Elementary Secondary Education; *High Risk Students; Program Descriptions; *Program Effectiveness; School Effectiveness; *School Holding Power; *Student Attrition; Withdrawal (Education)

IDENTIFIERS- ERIC Digests

Higher standards in public schools have made it necessary for educational reformers to identify at-risk students and to develop effective programs for preventing their failure. This pamphlet begins by delineating the characteristics of at-risk students and discussing evaluation instruments that are useful for identifying such students. Successful programs for helping at-risk students provide a broad range of special services to assist in raising these students' low self-esteem through frequent personal contact with a qualified, caring staff. During a period of federal cutbacks in education (11 percent between 1980 and 1987), there has been a 20 percent increase in the numbers of disadvantaged students. The educational reform movement's push for higher graduation standards is resulting in a record high dropout rate. (TE)

ED 292 173

EA 019 807

CASDA Annual School Law Conference. Proceedings (2nd, Latham, New York, July 16, 1987).

Capital Area School Development Association, Albany, NY.

PUB DATE- Jul 87

NOTE- 113p.

AVAILABLE FROM- Publication Sales, Capital Area School Development Association, University at Albany, Husted Hall-211, 135 Western Avenue, Albany, NY 12222 (\$8.00 with order).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Constitutional Law; Court Litigation; Disabilities; Discipline; *Discipline Policy; Due Process; Elementary Secondary Education; Hearings; Home Schooling; Principals; Public Schools;

Participative Decision Making; Program Effectiveness; *School Based Management; *Teacher Student Relationship
IDENTIFIERS- *National Education Association; *Operation Rescue
The National Education Association's "Operation Rescue" employs a two-tiered approach to combating the dropout rate: the first approach is research and information sharing, the second is to facilitate direct action at the local level through a grants program to fund dropout prevention programs in the schools. In order to focus Operation Rescue for greatest effectiveness, dropout prevention programs in operation were surveyed and classified, and information exchanges were held in four cities, with over 300 participants, including representatives from 15 national organizations. Resulting from the information exchanges is a publication, "A Blueprint for Success," that sets forth principles that bring into focus issues, attitudes, and concerns essential for planning and implementing a successful dropout prevention program. Sixteen grants totaling approximately \$450,000 have been awarded to teachers across the country. All the programs are designed on the local level, have strong educational components, and build collaborative networks with other service agencies. (MLF)

ED 292 187

EA 019 899

Thomas, Stephen B., Ed.

The Yearbook of School Law, 1987.

National Organization on Legal Problems of Education, Topeka, Kans.

PUB DATE- 87

NOTE- 306p.; For related documents, see EA 019 900-907. For 1986 yearbook, see ED 279 068.

AVAILABLE FROM- Publication Sales, NOLPE, Southwest Plaza Building, 3601 S.W. 29th Street, Suite 223, Topeka KS 66614 (\$31.95, plus \$2.00 postage and handling on each prepaid order; quantity discounts).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Athletics; Civil Liberties; Civil Rights; Compliance (Legal); *Court Litigation; Disabilities; Due Process; Educational Facilities; Educational Finance; Elementary Secondary Education; Employer Employee Relationship; Federal Courts; Governance; Higher Education; Labor Relations; *Legal Responsibility; Politics of Education; *School Law; State Courts; Student Rights; Teacher

Wage Differentials; School Statistics; Tables (Data)
IDENTIFIERS- National Survey Salaries Wages Public Schools

Data from the salary schedules used in this study were collected as part of the "National Survey of Salaries and Wages in Public Schools, 1986-87," conducted in fall 1986. Of the 1,031 school systems responding with usable data, 290 (28 percent) provided complete salary schedule documents for supervising principals that could be analyzed in detail for inclusion in this study. A total of 487 (47 percent) stated that salary schedules were not used in the determination of salaries for principals. An overview of methods used in scheduling salaries for principals describes the base for the schedule, structure of the schedule, incremental patterns, and advancement. Nine tables and eight figures summarize the data. The major part of this report is a system-by-system listing showing, where possible, both minimum and maximum scheduled salaries for principals at the elementary, junior high, and senior high levels, taking into consideration salary differentials for academic preparation, school size, number of days on duty, relationship to teachers' salary schedule, responsibility ratios, annual increments, and other factors. A total of 20 examples of various types of salary schedules are presented in the last section of the report followed by three brief principals' salary guidelines provided by administrator and school board associations. (MLF)

ED 292 201

EA 019 924

Methods of Scheduling Salaries for Teachers. Third Edition. ERS
Report.

Educational Research Service, Arlington, Va.

PUB DATE- 87

NOTE- 75p.; For second edition, see ED 250 834.

AVAILABLE FROM- Publication Sales, Educational Research Service, 2000
Clarendon Blvd, Arlington, VA 22201 (Stock #219-21748; \$30.00 with
order).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative
Data (110)

DESCRIPTORS- Compensation (Remuneration); *Contract Salaries;
Differentiated Staffs; Elementary Secondary Education; National
Surveys; Personnel Policy; *Promotion (Occupational); Public
Schools; *Salary Wage Differentials; *School Statistics; Tables
(Data); Teacher Employment Benefits; *Teacher Salaries

Adolescents and Comprehensive Schooling.
Organisation for Economic Cooperation and Development, Paris
(France).

REPORT NO.- ISBN-92-64-13035-7

PUB DATE- 87

NOTE- 153p.

AVAILABLE FROM- OECD Publications Center, 2001 L Street, N.W., Suite
700, Washington, DC 20036-4085 (Stock No. 91-87-04-1; \$15.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142) Collected Works -
General (020)

DESCRIPTORS- Administrative Organization; *Adolescents; Class Size;
Comparative Analysis; Comprehensive Programs; Curriculum Design;
Educational Finance; *Educational Objectives; Elementary Secondary
Education; Foreign Countries; Government School Relationship;
*Instructional Program Divisions; *Intermediate Grades; *Middle
Schools; Private Education; Public Schools; *School Organization;
School Size; Teacher Education; Track System (Education)

IDENTIFIERS- Denmark; France; Maryland; Minnesota; Scotland

This volume consists of reports on the status and function of lower
secondary comprehensive school systems in four countries with
contrasting cultures and educational traditions: Denmark, France,
the United Kingdom as represented by Scotland, and the United
States as represented by Maryland and Minnesota. The volume begins
with an analysis by Professor Malcolm Skilbeck of Australia of the
main issues and trends to emerge in comprehensive middle schools,
based on contributions from representatives from 18 countries. Next
are extensive reports, prepared by separate reviewers, on all
aspects of schooling for adolescents in each of the countries. The
report on Denmark is prepared by Professor Urban Dahllof of Sweden,
Dr. David H. Hargreaves of the United Kingdom, and M. Andre Lafond,
Inspector General of the ministry of education in France. The
report on France is prepared by Professor Skilbeck, Professor
Pierre Vanbergen of Belgium, and Professor Marzio Barbagli of
Italy. The report on the United Kingdom (Scotland) is prepared by
Professor Dahllof, Dr. Hargreaves, and M. Lafond, while the report
on the United States (Maryland and Minnesota) is by Professor
Skilbeck and Professor Denis Kallen of France. References are
included with each report.(TE)

Slabbert, is titled "Leadership Development at Paul Roos Gymnasium" and describes a program which developed leadership skills through a system of class committees involved in project planning and decision making. The final paper, by Chris Kapp, is called "Creating the Climate for Climbing the Leadership Ladder." It looks at the role of prefect councils and head prefects in South Africa's schools and the development of a head prefect leadership training program in the Cape Province. (DB)

ED 292 229

EC 202 011

Olivier, A.

Blockages to Creativity.

PUB DATE- Jun 84

NOTE- 18p.; Paper presented at the International Conference:

Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Creative Development; Creative Thinking, *Creativity; Divergent Thinking; Elementary Secondary Education; Foreign Countries; *Parent Role; *Teacher Role; *Values

The paper examines the nature of creativity and blockages to its expression especially in home and school settings in South Africa. A definition of creativity is offered which stresses the production of an original outcome or achievement. The creative process is broken down into the steps of preparation, incubation, illumination, and verification. Blockages within the child are identified next and include lack of time, habits, anxiety and fear of failure, fear of what others may think, and a feeling of inferiority. Among blockages to creativity located in parents are over-emphasis on success, inability to provide opportunities and stimulation for the child, autocratic discipline and rigidity, and evaluation at too early a stage. Specific blockages to creativity relating to the school include the emphasis of most syllabi on convergent thinking and teachers who present subject matter in a rigid manner, over-organize classroom activities, lack a sense of humor, use too much competition, implement an autocratic disciplinary code, and do not allow mistakes. Also serving as a block to creativity are the present examination system in South Africa and community values which stress competition and

Police, Pat

Autism and Attachment: An Attachment-Based Intervention Guide for Children with Autism and Other Pervasive Developmental Disorders.

Minneapolis Children's Medical Center, MN.

PUB DATE- 87

NOTE- 84p.

AVAILABLE FROM- Minneapolis Children's Medical Center, ECCID, 2520 Minnehaha Ave., South, Minneapolis, MN 55404 (\$11.95 plus \$1.50 postage and handling, discount available).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Affective Behavior; *Attachment Behavior; *Autism; Child Development; Developmental Stages; Early Childhood Education; Educational Therapy; Elementary Secondary Education; Emotional Development; *Emotional Disturbances; Integrated Activities; Interaction; Interpersonal Relationship; *Intervention; *Parent Child Relationship; Program Development; *Training Methods

This guide presents methods for promoting integrated development in autistic children, through the use of attachment-based activities. The first section reviews the literature on autism, including its etiology, diagnosis, treatment, and attachment research. The second section describes the Minneapolis Children's Medical Center program, called Exceptional Children with Communication and Interaction Disorders (ECCID) where the attachment activities were developed. This section lists attachment behaviors, charts the early developmental skills important to the development of attachment, and provides a framework for fostering the development of those interactional behaviors that are crucial to attachment and to learning. The framework components include activity development, activity presentation, a causal component where the child initiates attachment cueing responses, and an effect component where the adult responds to maintain the interaction and promote attachment. A developmental progression of activities is presented within the framework and includes observation, positive interactions, organization of the environment, focus and persistence, sequential organization, and permanence. The volume concludes with highlights of the clinical results brought about by the program; examples of forms, records, and monitoring instruments used in the program; and an extensive bibliography. (JDD)

*Computer Managed Instruction; Computer Uses in Education;
*Curriculum; *Disabilities; Early Childhood Education; Elementary
Secondary Education; *Individualized Education Programs;
Instructional Materials; Management Information Systems; Resources;
*Special Education; *Student Educational Objectives

This special education curriculum, developed by the Garland (Texas) Independent School District, outlines the basic tools for preparing an Individual Educational Plan (IEP) for each handicapped student. The curricular information is organized and coded to facilitate computerized printing of the IEP. The document begins with a list of 13 handicapping conditions, 20 responsible staff positions, 119 curriculum areas, and almost 1,000 suggested resources/materials, along with their computer codes. Long-term goals are provided for the areas of reading, written expression, math, spelling, early childhood, hospital/homebound, occupational/physical therapy, vision, adapted physical education, developmental instruction/life skills, preverbal, early language, language, articulation, fluency, vocational life skills, tongue thrust, voice, behavior, and maintenance of essential elements. Short-term objectives comprise the following section and are categorized as follows: social/emotional, speech and language, visually handicapped, adapted physical education, occupational/physical therapy, life skills, early childhood, elementary, secondary, and maintenance. Some of the objectives are accompanied by the codes for appropriate materials from the "Suggested Resources/Materials" list. The volume concludes with competency tests for each area. (JDD)

ED 292 259

EC 202 041

Preschool Orientation and Mobility Project for Visually Impaired
Children. Final Report.

Vanderbilt Univ., Nashville, TN. Dept. of Special Education.

PUB DATE- 87

NOTE- 169p.

GRANT- G008401385

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142) Tests, Questionnaires,
Evaluation Instruments (160)

DESCRIPTORS- Adjustment (to Environment); Child Development;
Classroom Environment; Computer Uses in Education; *Curriculum
Development; Delivery Systems; Diagnostic Tests; Early Childhood

ED 291 876

CE 049 459

Silberman, Harry F.

Raising Economic Competitiveness with Education.

PUB DATE- 7 Dec 87

NOTE- 19p.; Paper presented at the American Vocational Association Convention (Las Vegas, NV, December 7, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Change Strategies; Economic Development; *Educational Change; Educational Objectives; Employment Patterns; Labor Needs; Postsecondary Education; *Program Improvement; Secondary Education; *Vocational Education

IDENTIFIERS- *Unfinished Agenda (The)

The current school reform movement has been plagued by three false assumptions. The first of these postulates that more academic requirements will strengthen the minds of students, improve their reasoning, prepare them for a rapidly changing economy, and make the U.S. economy more competitive. Although it is true that the workers of the future will probably change occupations more often than now and will thus be better served by an educational system that places increased emphasis on basic skills, the task of increasing the competitiveness of the American work force will require more than education alone. More emphasis must be placed on developing a better match between talent and productivity needs, and on avoiding the pitfalls of allowing the U.S. economy to become dominated by services rather than goods-producing industries. The second assumption, i.e., that the future job market will require much more schooling than does today's labor market, is also flawed. Research on future labor market trends suggests that skill levels will probably remain fairly stable through the 1990s and that, in some cases, technological advances will actually reduce the number of skills required to perform certain jobs. Rather than providing more and higher levels of education, policymakers should strive to develop an educational system that is more flexible and requires more active participation by students. It is also false to assume that vocational education and intellectual development are mutually exclusive functions and that vocational education can be acquired much more efficiently as a separate short-term effort. The call to reform the country's educational system that was made in "The

sketchy, showed that it is fairly safe to predict that students who cannot pass the SSAT-II have little chance of passing the GED tests and hence that the GED tests are more difficult and do not represent an "out" for students who cannot earn a diploma in regular high school classes. (KC)

ED 291 891

CE 049 696

Carson, Betty W.

Acceptance of General Educational Development (GED) in Hiring Policies of Denver Area Employers. GED Research Brief No. 11. American Council on Education, Washington, DC. GED Testing Service.

PUB DATE- Aug 86

NOTE- 5p.; Summary of doctoral dissertation, University of Northern Colorado, 1983.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Employer Attitudes; *Employment Level; *Entry Workers; High School Equivalency Programs; *High School Graduates; High Schools; Job Placement; *Outcomes of Education; *Personnel Selection; Program Effectiveness; Promotion (Occupational); Wages

IDENTIFIERS- *Colorado (Denver); *General Educational Development Tests

A study was conducted to determine whether the General Educational Development (GED) Test credential was acceptable to employers in hiring and promoting employees. Major employers in the Denver Metropolitan area were surveyed to determine (1) whether or not there are policies regarding GED credentials versus high school diplomas in governing the hiring of new employees; (2) whether or not possession of a GED credential will make an individual equal in hiring status to a person having a high school diploma; (3) whether or not jobs are available that might not be without an educational credential; (4) whether or not a GED credential will enhance promotion possibilities; and (5) whether or not a GED credential affects pay increases. Questionnaires were sent to 360 employers of more than 250 persons, with a return of 184 questionnaires (51 percent). The results showed that almost all employers in the Denver area accept the GED as equivalent to a high school diploma when hiring new employees. The study also found that the types of jobs available to those with a high school diploma or equivalent are more managerial, technical, and skilled than those available to persons without either a high school diploma or a GED credential.

PUB DATE- Mar 88

NOTE- 26p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Adult Education; Correctional Education; Correctional

Institutions; Correctional Rehabilitation; *Criminal Law;

*Criminology; *Prisoners; *Standards

IDENTIFIERS- *United Nations

Because the Standard Minimum Rules for the Treatment of Prisoners represent what the international community considers minimum standards of respectability and decency in the treatment of prisoners, they are very influential. Unfortunately, they include no underlying rationale, an omission that is a major obstacle to interpretation and implementation. Also, they do not emphasize or even accord much place to the key United Nations (UN) stated principle of the inherent dignity of the human person, upon which so much else depends. The rules say very little about justice or criminal justice and leave largely to those working in the field the task of deriving from the text underlying principles of justice. The rules tend to reflect prevailing practice and perpetuate the conventional wisdom according to which penal justice is fundamentally punitive and retributive. An interim step to a thorough review of the rules would be a strengthening of the statement of principle. This step would serve to provide a basis for interpreting and implementing the rules other than in conventional ways and in ways more in keeping with the UN's long-standing concern for human dignity and the development of the human person. (A suggested resolution to amend the rules is appended.) (YLB)

ED 291 905

CE 049 730

Cumming, Bob; And Others

Comprehensive Assessment: Leveraged Funding and Organizational Strategy.

PUB DATE- 7 Dec 87

NOTE- 33p.; Papers presented at the American Vocational Association Convention (Las Vegas, NV, December 7, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports -

technology, geriatric nursing assistant, dental/clerical assistant, and word processing/data entry. The Project BILLET curriculum package is composed of two major sections. The first section consists of an introduction to the structure and purpose of bilingual vocational training. This section describes the project's target population, goals, objectives, and methodologies, as well as staffing patterns and program components. The program components include recruitment, assessment and selection criteria, vocational skills instruction, ESL instruction, work readiness instruction, and job development and placement. The second section describes the courses, instructional methods, and techniques as well as the instructional materials and resources for both the vocational and language skills components. (KC)

ED 291 919

CE 049 761

Lee, Barry; Bibby, John

The Feasibility of Adapting Open University Materials for Use in Polytechnics and Similar Institutions. A CNAA Development Service Project Paper;

Council for National Academic Awards, London (England).

PUB DATE- 86

NOTE- 57p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; Distance Education; Educational Research; Feasibility Studies; Foreign Countries; *Material Development; *Media Adaptation; *Open Education; *Open Universities; Postsecondary Education

IDENTIFIERS- *Open University (Great Britain)

This report presents conclusions of a study of the feasibility of adapting Open University materials for use in student-centered learning in other institutions, especially polytechnics. It discusses the development of open learning in the polytechnics, drawing attention to the need for collaborative production of materials. Chapter 1 is an introduction. Chapter 2 discusses the advantages and problems associated with open learning. Chapter 3 explains why Open University material is particularly suitable for adaptation and argues the case for adaptation as opposed to unchanged adoption or writing new material. Chapter 4 demonstrates through an estimate of likely demand, that adaptation is a viable proposition. An adaptation procedure agreed upon with the Open

Electronic Communications Systems. Grade 11-12. Course #8136
(Semester). Technology Education Course Guide. Industrial
Arts/Technology Education.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of
Vocational Education.

PUB DATE- 88

NOTE- 145p.; For related documents, see CE 049 780-794.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Computers; *Electronic Equipmen
Grade 11; Grade 12; High Schools; *Industrial Arts; *Information
Networks; *Information Processing; Learning Activities; Learning
Modules; Lesson Plans; State Curriculum Guides; *Technology;
*Telecommunications

IDENTIFIERS- North Carolina

This guide is intended for use in teaching a course in electronic
communications systems. Class activities during the course examine
the processes of creating electronic signals and transmitting
various coded messages to other locations. Methods of changing the
form of electric current are emphasized, and the latest techniques
in data processing are covered. The first two sections discuss the
guide's development within the framework of North Carolina's
efforts to improve technological literacy and the guide's place as
part of an instructional system. A list of the course's major
objectives and a course outline are provided next. The remainder of
the guide consists of learning modules on the following topics:
electronic communications systems, fundamentals of electronic
media, message design in electronic communications, preparation for
and actual production of electronic messages, transmission of
telecommunications media, and information processing and computers.
Each module includes information about the length of time needed to
complete the module, an introduction to the instructional content
to be covered in class, performance objectives, a day-by-day
outline of student learning activities, and lists of suggested
textbooks and references. (MN)

findings of the survey are as follows: (1) more than 8 million people 14 years of age and older were employed on U.S. farms at some time during 1985, including 2.5 million who did hired farmwork, 2.9 million who operated a farm, and 3.8 million who did unpaid farmwork; (2) more than 1 million workers participated in more than one of these activities; (3) the agricultural work force was predominantly male; (4) nonfarm work was an important source of earnings for all three agricultural work force groups. (Author/K

ED 291 947

CE 049 827

Smith, Matthew G.; Hines, Fred

Regional Characteristics of U.S. Farms and Farmers in the 1980's. E
Staff Report No. AGES880128.

Economic Research Service (DOA), Washington, DC. Agriculture and
Rural Economics Div.

PUB DATE- Mar 88

NOTE- 41p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adults; Agricultural Production; *Agriculture;
*Differences; *Economics; *Farmers; Farm Management; Farm
Occupations; Government Role; *Policy Formation; Public Policy;
*Regional Characteristics

Farms and the people who live on them differ dramatically from one part of the United States to another. These differences are prominent both from one region to the next as well as between farms and people in the same region. The varying characteristics of agriculture and the farm population have helped shape regional experiences in the 1980s. In the Midwest and Northern Plains, heavy reliance on income from sales of government-supported crops, large numbers of financially vulnerable mid-sized farms, and fewer alternative sources of income have led to the most widespread farm financial distress and the most persistent calls for agricultural policy remedies. In other parts of the country, income problems among farm households are as often linked to low earnings in manufacturing as in agriculture. Still other parts of the farm population are rather affluent and unaffected by federal farm policies. The varying circumstances in which the farm population lives and works affect the likely impacts of agricultural and rural development policies. In some regions, farm policy remains highly significant to farm households and rural communities as a component

lists print materials for heating and air conditioning and for preemployment ESL, computer software, and materials clearinghouses. Nine appendixes include Bilingual Vocational Training Project abstracts, work English survival competencies, a student performance level document, language needs assessment instruments, ESL activities, applied performance testing activities, a trainee and employer follow-up questionnaire, a general employment skills list, and a grammatical focus index. (MN)

ED 291 960

CE 049 849

Lopez-Valadez, Jeanne, Ed.; Pankratz, David, Ed.

VESL for Cooking: A Competency-based Curriculum Guide. Project OSCAER.

Northwest Educational Cooperative, Arlington Heights, IL.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Sep 87

NOTE- 193p.; For related documents, see CE 049 847-848.

CONTRACT- 100AH60026

AVAILABLE FROM- Curriculum Publications Clearinghouse, Western Illinois University, Horrabin Hall 46, Macomb, IL 61455.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Cooking Instruction; Foods Instruction; *Fused Curriculum; *Home Economics; Job Skills; *Language Skills; Learning Activities; Performance Tests; Safety; Sanitation; Secondary Education; *Second Language Instruction; Second Language Learning; Student Evaluation; Vocabulary; *Vocational English (Second Language)

This guide is intended for vocational educators developing the vocational English as a second language (VESL) component of a course in cooking. The introductory section examines assumptions about second language learning and instruction and VESL classes, local adaptations of the curriculum, and sample VESL lessons. The chapter on language competencies lists and cross-references vocational and language competencies. The next chapter provides samples of natural, practical language for each of the competencies identified in the second chapter. The samples are organized into sets according to the following topical areas: identification,

vocational students. The advantage became indirect as time in the labor market accrued and appeared to operate through increased hours of work and fuller employment rather than differential wage rates. An optimum mix between vocational and academic courses in terms of lifetime earnings was characterized by moderate rather than heavy concentration in vocational education. An alternative theoretical model of the net societal effects of the vocational curriculum was evaluated. It did not appear to be adequate for evaluating the effects of vocational education because several of its key assumptions did not hold when tested by the available data. The analysis associated with this model testing suggested, however, that the pronounced effects of training-related placement operate not through training, but through assisting the vocational graduate in selecting a better-paying job. (YLB)

ED 291 974

CE 049 875

Food Preparation. I: Food Facts for Home. II: Facts about Foodservice.

Procter and Gamble Educational Services, Cincinnati, OH.

PUB DATE- 86

NOTE- 135p.

AVAILABLE FROM- Procter & Gamble Educational Services, P.O. Box 14009, Cincinnati, OH 45214 (\$4.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage; PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; *Cooking Instruction; *Food; *Food Service; *Foods Instruction; Food Standards; *Home Economics Learning Activities; Learning Modules; Lesson Plans; *Nutrition; Safety; Sanitation; Secondary Education

This package is intended for use in home economics classes focusing on nutrition and food preparation and service. The teaching guide is divided into two parts. The first centers on selected first-time facts on nutrition, meal planning, and basic food preparation skills. It includes modules on nutrition, meal management, initial steps in food preparation, baking and frying skills, and microwave cooking. The second part combines basic food preparation skills with food service career awareness. It includes modules on long-term career opportunities in the food service industry; food service responsibilities; career planning; basic food preparation skills (deep frying, pan frying, grilling, salad making, and coffee

actual job demands. This prospective, observational study of police radio dispatchers (N=72) examined Type A behavior as a predictor of source of work demands, volume of work activity, whether work begun was finished, and attention to more than one activity at a time. Subjects completed the Jenkins Activity Survey-Form C as a measure of the Type A pattern, and provided information on sex, age, education, and job tenure. Trained researchers sat in the same room with one focal subject and recorded information continuously. Hierarchical regression revealed that two components of the broader Type A pattern, hard-driving competitiveness and job involvement, were better predictors of job demands and work activity than was the global A score. Results support an interactional perspective in that Type As relative to Type Bs received more externally imposed demands from sources such as superiors or peers; yet those same Type As also generated more demand by initiating work tasks for themselves and attending to multiple tasks simultaneously. (NB)

ED 291 988

CG 020 595

Frank, Monica A.; And Others

In Search of the Different Voice: Gender Differences in Adult Moral Reasoning.

PUB DATE- May 87

NOTE- 13p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (59th, Chicago, IL, May 7-9, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; *Age Differences; *Cognitive Development; *Empathy; *Moral Values; *Sex Differences; Value Judgment

IDENTIFIERS- *Moral Reasoning

Since Kohlberg (1958) first extended the cognitive developmental theory of moral judgment to include moral reasoning in adults, it has been found that women tended to score at a lower developmental stage than did men. Gilligan (1982) has conceptualized women's moral reasoning as being different in kind from men's moral reasoning, with women's development focusing on relationships and the contextual aspects of situations and men's development focusing on competition and achievement. This study attempted to address the issue of gender differences in moral reasoning by investigating or controlling factors that may be contributing to this difference.

ED 292 001

CG 020 608

Mosher, William D.; Bachrach, Christine A.

Contraceptive Use, United States, 1982; Vital & Health Statistics.

Data from the National Survey of Family Growth, Series 23, No. 12.

National Center for Health Statistics (DHHS/PHS), Hyattsville, MD.

REPORT NO.- DHHS-PHS-86-1988; ISBN-0-8406-0338-X

PUB DATE- Sep 86

NOTE- 70p.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing

Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adolescents; Adults; *Age Differences; *Contraception;

*Family Planning; Females; *Marital Status; National Surveys;

*Racial Differences; *Socioeconomic Status

The National Survey of Family Growth is a periodic survey administered to women between the ages of 15 and 44 years and designed to produce national estimates of statistics on fertility, family planning, and aspects of maternal and child health that are closely related to childbearing. This report describes findings from the 1982 National Survey of Family Growth, the first administration of the survey to include never married women. It presents statistics on contraceptive use at first sexual intercourse, first method of contraception ever used, all methods ever used, and current contraceptive status and method. The statistics are shown for women according to race, age, marital status, and selected socioeconomic characteristics. National estimates of contraceptive use for all women of reproductive age are presented in chronological order. Twelve text figures, 8 text tables, and 16 detailed tables are included. Technical notes, definitions of terms, and selected sections of the questionnaire of the National Survey of Family Growth are appended. (NB)

ED 292 002

CG 020 609

Hare-Mustin, Rachel T.; Marecek, Jeanne

Gender and the Meaning of Difference: Alpha and Beta Bias.

PUB DATE- Aug 87

grandfather-grandchild interaction patterns and the personal meaning of grandfatherhood. Subjects were 106 men between the ages of 40 and 84 years. A modified random-digit telephone dialing procedure was used to contact a random sample of households from which participants were recruited. Kivnik's measure of perceived meaning of grandparenthood was used to obtain information on the personal dimensions of grandfathering. It was found that older grandfathers tended to have less contact with grandchildren than did younger grandfathers. The gender of the grandchild was not a significant predictor of frequency or type of interaction. All five of the grandparenthood meaning factors correlated positively with age, three significantly: reinvolvement, centrality, and indulgence scores were higher for older grandfathers. In addition, the lower a grandfather scored on a self-rated measure of health, the more likely he was to agree that he gave more than he received in relationships with grandchildren. (Author/NB)

ED 292 017

CG 020 624

Gray, Jacqueline Mary; And Others

Qualitative and Quantitative Aspects of Social Support on the Decision To Seek Counseling: An Exploration of College Students' Help Seeking Behaviors.

PUB DATE- Aug 87

NOTE- 47p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Students; Comparative Analysis; *Counseling; *Demography; Higher Education; *Individual Differences; Predictor Variables; *Psychological Characteristics; Social Networks; *Social Support Groups; Stress Variables

IDENTIFIERS- *Help Seeking; *Life Events

Although research has examined influence of social ties on health and well-being, it has not clearly identified the characteristics of social support networks that facilitate coping and mediate responses to stress. This study was conducted to determine whether individual differences in social support networks would discriminate between individuals who sought counseling from those who did not. Eighty undergraduate students from a psychology class

ED 292 031

CG 020 638

Sweet, Richard

Selected Laws, Rules and State-Level Activities in Wisconsin Related to Acquired Immunodeficiency Syndrome. Information Memorandum 87-

Wisconsin State Legislative Council, Madison.

PUB DATE- 17 Sep 87

NOTE- 14p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Diagnostic Test
Health Insurance; *Insurance; *Legal Responsibility; *State
Legislation; *State Programs

IDENTIFIERS- Wisconsin

This information memorandum describes the selected laws, rules, and state-level activities in Wisconsin related to acquired immunodeficiency syndrome (AIDS) and tests for antibodies to the virus (HIV) that causes AIDS. A section on current state laws on AIDS and HIV antibody testing describes laws related to informed consent for testing, requirement for testing, confidentiality of test results, required reporting of positive test results, restrictions on the use of tests for employment purposes, restrictions on the use of tests for insurance purposes, eligibility for the Health Insurance Risk Sharing Plan, and penalties for violating the statutory provisions. A section on the Public Health Task Force on AIDS briefly describes the task force's summary report on AIDS and lists 17 other task force publications and information on how to obtain copies of the reports. The next part of the report discusses sections in 3.53 and 6.67 of the Wisconsin Administrative Code which deal with the underwriting of individual life, accident, and health insurance policies and the issues of HIV antibody testing and sexual orientation. The final section discusses 1987 Wisconsin Act 27 which appropriates funds for purposes related to AIDS and HIV infections. Seven purposes for use of funds are listed and provisions vetoed by the governor are described. (NB)

No. 81 dropout data comparisons by year and grade level for 1969 through 1972, 1976 through 1979, and 1983 through 1986. Figures illustrate the economic impact of dropouts, issues related to dropout-prone students in a middle-class suburban high school, the percent of 9th through 12th graders who drop out by year and by grade level, and the Spokane School District No. 81 curriculum and intervention programs and services. Materials relevant to the task force operations are appended. (NB)

ED 292 046

CG 020 653

Haight, Barbara K.

The Life Review as a Counseling Modality for Use by Nurses.

PUB DATE- 1 Oct 86

NOTE- 31p.; Paper presented at the Annual Meeting of the American Public Health Association (114th, Las Vegas, NV, September 28-October 2, 1986).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Counseling Techniques; Daily Living Skills; Depression (Psychology); Homebound; *Life Satisfaction; *Older Adults; Personal Narratives; *Well Being

IDENTIFIERS- *Life Review

Life review is frequently reported as a therapeutic modality providing a healthy means of adaptation for the elderly. This study was conducted to clarify the therapeutic role of the life review as a holistic nursing intervention in a sample of 60 homebound elderly persons. A structured life review process was designed, implemented, and evaluated for its ability to increase functional well-being. Pre- and post-test measures of life satisfaction, psychological well-being, depression, and activities of daily living were administered to three groups of subjects: an experimental group who received the treatment of the life review process, a control group who received a friendly visit, and a no-treatment group who participated only in the testing periods. Pillai's trace demonstrated statistical significance for overall group effect with $F(8,84) = 2.24$ ($p < .0319$). Canonical variates indicated that the Life Satisfaction Index A and the Affect-Balance Scale accounted for 29% of the variance. Findings support the hypothesis that those elderly people who participate in a structured process of life review will improve in overall

Allington, Richard L.; McGill-Franzen, Anne

Coherence or Chaos? Qualitative Dimensions of the Literacy Instruction Provided Low-Achievement Children.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC

PUB DATE- Jan 88

NOTE- 88p.; Page six is marginally legible.

GRANT- G008630480

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Educational Needs; Educational Objectives; *Educational Policy; Elementary Education; Federal Programs; Grade 2; Grade 4; Learning Disabilities; Literacy; Literacy Education; Mainstreaming Reading Instruction; *Remedial Instruction; Remedial Programs; School Policy; *Special Education; Writing Instruction

IDENTIFIERS- District School Relationship; Education Consolidation Improvement Act Chapter 1

Examining efforts to provide both remedial and special education programs through Chapter 1 of the Educational Consolidation and Improvement Act of 1980 (ECIA), a study considered two broad areas which influence the quality of remedial instruction offered in schools: (1) aspects of district-level organizational policies and how they influence opportunities for literacy instruction; and (2) the nature of the literacy instruction that Chapter 1 and mainstreamed mildly handicapped students experience across the school day. The whole school day experiences of 52 second and fourth grade children (26 at each grade level) from four school districts were analyzed. The school districts varied in size and community type, and students were drawn from an array of regular education classes and were provided instructional support services by 20 different specialist teachers (10 Chapter 1 and 10 special education teachers). In order to clarify district and school policies and instructional experiences, interviews were conducted with district and school building administrators, as well as specialist and classroom teachers. Student observational records focused on field notes, curricula materials in use and photocopies of completed student work, and instructional experiences were studied using the Student Observation Instrument (SOI). Findings were analyzed according to district and grade level, and showed that in general, the observed instructional experiences did not fulfill the expectation that remedial and mildly handicapped students had access to larger amounts of superior instruction. Many students experienced undifferentiated instruction in both classroom and resource room and a fragmentation of curricular experiences. (Forty-five references are appended.) (MM)

reported a high frequency of literacy activities in their homes were better able to cope with unfamiliar content than were their peers who reported a lower frequency of home literacy activity. (Four sets of data tables are included, as well as 42 references, a child's survey scale, a children's questionnaire of home reading activities, a parent home literacy survey, and a verbatim transcription of one child's recall.) (JK)

ED 292 074

CS 009 078

Durkin, Dolores

A Classroom Observation Study of Reading Instruction in Kindergarten
Technical Report No. 422.

Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ.,
Urbana. Center for the Study of Reading.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Mar 88

NOTE- 28p.

CONTRACT- 400-81-0030

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Beginning Reading; Classroom Research; Cognitive
Ability; Cognitive Development; *Kindergarten; Kindergarten
Children; Phonics; Primary Education; Reading Improvement; *Reading
Instruction; Reading Research; Teacher Role

IDENTIFIERS- Reading Management; Reading Motivation

A study investigated what is done with reading in kindergarten, specifically: (1) what is done and for what amount of time to prepare kindergartners for reading and to teach them to read; (2) what accounts for what is or is not done; and (3) how differences in children's abilities affect what is or is not done. Forty-two kindergarten classes from 15 Illinois school systems were selected and observed. Interviews were also held with kindergarten teachers and their principals. With teacher behavior as the focus, it was estimated that 21.6% of the 233 hours spent in classrooms was used for reading and reading-related activities. Results showed that phonics instruction was most apparent because what was taught came directly from workbooks that were supplemented with ditto-sheet exercises; and the subject matter in the workbooks was reflected not only in items on report cards but also in first-grade teachers' expectations for entering first graders. Differences in kindergartners' abilities had minimal effects on the content of

Education; Reading Materials; Reading Material Selection

Noting that early children's literature plays a major role in the development of children's attitudes, this annotated bibliography lists early children's literature which contains positive portrayals of older adults. The books selected portray aging as a natural and lifelong process of growing and developing; present similarities between young and old, as well as show young and old enjoying each other and learning from each other; and view older people as valuable and contributing members of society. Books that are highly recommended are indicated by stars, including Stan and Jan Berenstain's "A Week At Grandma's," Barbara Cooney's "Miss Rumphius," and Amy Hest's "The Crack-of-Dawn Walkers." Each annotation provides a brief summary of the story and the aging concept illustrated, and indicates grade level, publisher, and cost. The list does not include books that deal extensively with illness, disability, and death, since such topics are not necessarily synonymous with aging. (MM)

ED 292 089

CS 211 062

White, Jon; And Others

Professional Development Needs Analysis: A Study of Communication Practitioners.

PUB DATE- Aug 87

NOTE- 35p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (70th, San Antonio, TX, August 1-4, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Communication Research; Managerial Occupations; Motivation; *Needs Assessment; Organizational Communication; *Professional Development; *Professional Personnel; *Public Relations

IDENTIFIERS- Corporations; Management Analysis; *Organizational Needs; *Organizational Skills

Recognizing that public relations is a field in search of the status and benefits of professionalism but which too often is conducted by unqualified, unprofessional people, a study sought to research and analyze the importance of a broad range of tentatively defined knowledge and skill areas considered essential to contemporary public relations practices. The study employed a mail

A study examined whether intraceptive thinkers (those with a relatively complex and differentiated set of concepts for thinking about people) are more likely than projective thinkers (those who tend to think in simple stereotypes, and are biased and judgmental) to see the subtle religious themes in the poetry of Walt Whitman. Ninety-six male subjects participated, the first group consisting of 50 college freshmen and sophomores, and the second group consisting of 46 inmates at a county prison. Subjects were administered Hogan's Empathy Scale, which assesses intraceptive versus projective thinking, and the Whitman Poetry Questionnaire, which was constructed to measure accuracy of poetry interpretation. Correct interpretations were derived from Whitman scholar Gay Allen's (1957) illustrations of subtle mystical and pantheistic religious themes in Whitman's poetry. Incorrect interpretations were constructed to reflect either cliches from Judeo-Christian thought or common Judeo-Christian religious sentiments or emotional reactions. Subjects scoring high on the Empathy Scale (intraceptive thinkers) tended to perceive Whitman's subtle religious messages, while low scorers (projective thinkers) tended to give conventional interpretations to the poetry. (A table of correlations between the Whitman Poetry Questionnaire and Empathy Scales is included, and ten references are appended.) (MM)

ED 292 103

CS 211 080

Rohatyn, Dennis

The Fallacies of Doublespeak.

PUB DATE- Nov 87

NOTE- 20p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (77th, Los Angeles, CA, November 20-25, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Communication (Thought Transfer); Ethics; Information Dissemination; *Language Usage; *Logic; Organizational Communication; Paradox; *Sociolinguistics; Speech Communication

IDENTIFIERS- Bureaucratic Language; *Doublespeak; Euphemism; *Fallacies; Jargon; Orwell (George)

Fallacies are defined as incorrect patterns of reasoning, and can be classified into two chief classes--formal fallacies, which involve violation of a rule, and informal fallacies, such as hasty

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- American Indian Culture; American Indian History;
*American Indians; *Colonial History (United States); Cultural
Images; Intercultural Communication; *Puritans

IDENTIFIERS- New England; Puritanism

The accounts of the Puritan-Indian relations in the New World consist of ambivalent and paradoxical perspectives, perplexing narratives, often more diametrically opposed to than supporting each other. Among several representative accounts, Alden Vaughn contended that both the Indians and the Puritans in the New World were friendly, cooperative, and helpful to each other. In contrast, Parry Miller hardly saw any Indians in early America in any literal sense. Francis Jennings vigorously charged that the European settlers in New England were most inhumane and most inconsiderate in their dealings with the Indians. In addition, Mrs. Mary Rowlandson's captivity narrative strongly pointed out how God-centered the lives of some New England Puritans were. Since European America began, the American Indians have been severely wounded. Their trails of tears and deaths extend over much of the land for 350 years, representing lost cultures, lands, families, traditions, and nearly lost languages. The red man and woman in the contemporary world--not Americans, not Indians, but prisoners of war, captives in their own homeland--have been mortally wounded in the past. Now it is time to cease wounding the Indians and begin to heal them. It is not the Puritans or God but contemporary Americans and Indians who must help heal them in the future. (JK)

ED 292 118

CS 211 095

Dooley, Mary S.

Dialogue Journals: Facilitating the Reading-Writing Connection with
Native American Students.

PUB DATE- Jan 87

NOTE- 37p.; Requirement for a Master's degree, Northern Michigan
University.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Undetermined (040)

Guides/Methods/Techniques (For Practitioners) - Classroom Use -
Teaching Guides (For Teacher) (052) Reports - Research/Technical
(143)

for writing a play? (2) How should the student pick characters for a play? (3) What is the value of rewriting part or all of a play? and (4) Is there a set of principles that can be recommended to a teacher who is about to teach a course or unit on the processes of the playwright's art? Responses to the questions were analyzed qualitatively, and were presented along with implications for the school program, as well as guidelines for an ideal playwriting course. (Copies of the survey questionnaire, researcher's cover letter, Playwrights' Union cover letter, reminder letter, a biographical sketch of the researcher, and 43 references are appended.) (MM)

ED 292 132

CS 506 015

Pyatt, Rudolph A., Jr.

Employment and Economic Participation in the Fields of Communications.

PUB DATE- Jun 87

NOTE- 38p.; Paper presented at the Howard University School of Communications and the University of Texas at Austin College of Communications Invitational Conference on Minorities and Communications (Washington, DC, June 18-20, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15 Reports - General (140))

DESCRIPTORS- Broadcast Industry; *Career Choice; Career Education; *Employment Opportunities; *Equal Opportunities (Jobs); Financial Problems; Labor Market; *Mass Media; Mass Media Effects; *Minority Groups; *Newspapers; Racial Discrimination

IDENTIFIERS- *Communications Occupations

Almost twenty years after the Kerner Commission reported that fewer than 5% of employees in the news business were black and that fewer than 1 percent of those were editors or employed in management jobs, the percentage of blacks and other minorities in those professions is only slightly higher. A 1987 survey by the American Society of Newspaper Editors (ASNE) shows that minorities make up only 6.56% of the professional workforce in newsrooms across the country. At 16%, employment of minorities in the broadcast industry is significantly higher; however, statistics for the employment of blacks remain essentially unchanged after five years. There are encouraging signs that a sizeable portion of the communications industry, primarily in the newspaper sector, is engaged in a

Gilder, Eric

Towards a Critical Paradigm for Change: Habermas' "Ideal Speech Situation" as a Meta-Model of Development Communication.

PUB DATE- Nov 87

NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (73rd, Boston, MA, November 5-8 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Reports - Evaluative/Feasibility (142) Speeches, Conference Papers

"Papers Presented at..." (150)

DESCRIPTORS- Capitalism; Communication Research; Cultural Context;

*Developing Nations; Ethnology; *Human Relations; Marxian Analysis;

Political Science; Psychiatry; Research; Self Actualization;

*Social Change; Social Psychology; Sociocultural Patterns;

Sociolinguistics; *Speech Communication; *Theory Practice

Relationship

IDENTIFIERS- Critical Theory; *Development Communication; *Habermas

(Jurgen); Metatheory; Theoretical Analysis; Third World

The German sociologist and communication theorist Jurgen Habermas' theory of communication as it applies to the problems of developing nations takes into account both the structural factors that hinder indigenous development as well as the individual psychology of the citizens of the less-developed countries (LDC). This paper details the application of that theory. Following the introduction which discusses various models that have attempted to both explain and predict the process of "progress" in the less-developed countries since the late 1950s, the paper presents the first component of Habermas' model, critical theory, which attempts to combine the transcendental spiritualism of Kant and Hegel and the materialism of Marxism. Next the paper examines Habermas' position that psychoanalysis is the avenue by which individual persons and the society methodologically achieve "self-reflection," a prerequisite for the emancipation of individuals from unnecessary domination. The paper then discusses Habermas' theory of communicative competence which has two parts: (1) universal pragmatics, and (2) ideal speech situation. The paper closes with a discussion of the specific area of communication rights where Habermas' thought has been paralleled most closely, and a critique which suggests a major weakness of Habermas' theory of communication and governance; that is, his assumption that all people at all times are able to offer and accept only rationally argued, bias-free claims. (Twenty-four references are attached.) (NH)

groups. All lesson plans list goals, objectives, materials needed, time required, a procedural outline, evaluation methods, and suggestions for follow-up or extension. A 33-item bibliography is provided. (MM)

ED 292 160

CS 506 079

Bachelor, Virginia

Free To Choose: The Televising of Local Election Debates.

PUB DATE- 87

NOTE- 11p.; For a related document, see CS 506 080.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Broadcast Television; *Debate; Freedom of Speech; Journalism; News Media; *Political Candidates; Programing (Broadcast)

IDENTIFIERS- Federal Communications Commission; *Local Media; Local News; Public Interest; *Television Access; Television News; Television Role

In 1983 the Federal Communications Commission began allowing television and radio stations to stage their own political debates between candidates of their own choosing, but few broadcasters have been taking full advantage of the rule. Section 315 of The Communications Act requires that if a station grants use of the broadcasting station to a legally qualified candidate, then all other qualified candidates for that office shall have equal access. It appears that qualified, minor party candidates no longer have equal access to airwaves, and interviews conducted with television news managements at five western New York commercial television stations confirm this fact. All news personnel agreed that they chose the most hotly contested race of that particular season for a debate, and that if a minor party candidate did not pose much of a threat to an incumbent, that race was not considered for coverage in a debate format. Selection of a particular race for a debate was based on what kind of television would result, while at the same time serving broad public interest. Minor party candidates were covered by all of the stations interviewed only within the forum of the daily newscasts. The choice of having only major party candidates in a televised debate is not solely based on public interest-production value, convenience of format, and minimizing revenue losses are other considerations. (Twelve footnotes are appended.) (MM)

Religious Factors; Religious Organizations; *School Law; *Student Rights; Suspension; *Teacher Rights; *Textbook Content IDENTIFIERS- New York

The Capital Area School Development Association, New York, sponsored a school law conference to fulfill a need in the region for school board members and administrators who desire to maintain and improve their knowledge in the area of school law. This document contains the text or outline of the following four presentations: (1) "Preserving Diversity in Our Public Schools: Implications of the Alabama Textbook Case and the Tennessee Testbook Case" (Jay Worona); (2) "Law and Student Discipline" (Gunter Duly); (3) "Constitutional Rights of Teachers and Students" (Melvin H. Osterman, Jr); and (4) "Avoiding the Frustrations of the Education Law, Section 3020-a Process" (Jeffrey M. Selchick). (MLF)

ED 292 174

EA 019 808

Clark, David L.; Astuto, Terry A.

The Significance and Permanence of Changes in Federal Educational Policy, 1980-1988. Occasional Paper.

PUB DATE- Jan 86

NOTE- 57p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Educational Policy; Elementary Secondary Education; *Federal Government; *Federal State Relationship; *Government School Relationship; *Policy Formation; Public Schools; School Choice

IDENTIFIERS- *Reagan Administration

A major redirection of federal educational policy has occurred in the past 5 years. The criteria presented in support of this argument encompass both substantive and procedural issues: the substantive content of the policy preferences in education being discussed and acted upon at federal, state, and local levels; and the procedural issues that deal with the role of governmental levels in policy development and administration. The following nine policy preferences are cited with specific supportive actions and emphases: (1) disestablishment of the Department of Education (a reduced federal role in education); (2) institutional competition (breaking the monopoly of the public school to stimulate excellent performance); (3) individual competition (recognizing excellence to

Rights; Torts

This volume summarizes and analyzes judicial decisions affecting educational policy and management that were handed down in 1986 by state appellate courts and federal courts. The book is divided into the following eight topical chapters, each written by one or more experts in education law: (1) "Employees" by Gail Paulus Sorenson; (2) "Bargaining" by Margaret D. Smith and Perry A. Zirkel; (3) "Pupils" by Henry S. Lufner, Jr.; (4) "Handicapped" by Nelda H. Cambron-McCabe; (5) "Torts" by William J. Evans, Jr.; (6) "Sports" by Stephen B. Thomas and Janet M. White; (7) "Finance" by Julie Underwood; and (8) "Higher Education" by Robert M. Hendrickson. The book includes an 11-page alphabetical index of approximately 1,000 cases cited in the text as well as a 6-page subject index. (TE)

ED 292 188

EA 019 900

Sorenson, Gail Paulus

Employees.

PUB DATE- 87

NOTE- 45p.; In: Thomas, Stephen, B., Ed. The Yearbook of School Law, 1987. National Organization on Legal Problems of Education, 1987 (EA 019 899).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Age Discrimination; Civil Rights; Collective Bargaining; Compliance (Legal); Contracts; *Court Litigation; Due Process; *Educational Legislation; Elementary Secondary Education; *Employer Employee Relationship; Equal Protection; Ethnic Discrimination; Freedom of Speech; Legal Problems; *Legal Responsibility; Reduction in Force; *School Law; School Responsibility; Sex Discrimination; Teacher Certification; Teacher Discipline; Teacher Dismissal; *Teacher Rights; Tenure

IDENTIFIERS- Supreme Court

This chapter analyzes more than 200 cases reported in 1986 involving public-sector employees in elementary and secondary education. Also included, where appropriate, are relevant 1986 Supreme Court cases from outside the field of education, as well as leading cases from prior years. Legal issues covered by the review include the following: (1) discrimination in employment by race, religion, sex, national origin, age, or handicap; (2) substantive constitutional rights, including freedom of speech, association, and religion, along with issues of privacy and substantive due

IDENTIFIERS- National Survey Salaries Wages Public Schools

Data from the salary schedules used in this study were collected as part of the "National Survey of Salaries and Wages in Public Schools, 1986-87," conducted in fall 1986. Of the 1,031 school systems responding with usable data, 535 (52 percent) supplied schedules that could be analyzed and included in this report. An overview of features found in teacher salary schedules is provided, including discussions of the basic structure of the schedule, methods of initial placement and advancement on the schedule, salary supplements, and methods of changing teacher salary schedules. The second section consists of 17 tables summarizing the distributions of salaries scheduled for teachers classified according to four enrollment groupings. Data are also provided for the highest degree level recognized and for salary schedules derived from an index, both according to enrollment group. Six figures included with the summary tables graphically portray the data. The third section consists of 15 examples of various methods of salary scheduling selected to represent the variety of schedules found in the study. The report also contains a special section that describes the different approaches to incentive pay and how these approaches are superstructures built upon a basic salary scale on which the majority of teachers are paid. (MLF)

ED 292 202

EA 019 925

Fasano, Carla

Tomorrow's Technology Today: Surveying the Possible and the Desirable.

PUB DATE- Sep 87

NOTE- 14p.; Paper presented at the Australian Computers in Education Conference (Adelaide, South Australia, Australia, September 27-30, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Software; *Computer Uses in Education; Educational Innovation; Educational Policy; Educational Strategies; *Educational Technology; *Educational Trends; Elementary Secondary Education; Foreign Countries; *Futures (of Society); *Information Technology; Long Range Planning; Microcomputers; Modernization; Research and Development; *Technological Advancement

IDENTIFIERS- Australia (New South Wales)

Tomlinson, Tommy M.

Class Size and Public Policy: Politics and Panaceas.

Office of Educational Research and Improvement (ED), Washington, DC.

REPORT NO.- PIP-88-838

PUB DATE- Mar 88

NOTE- 49p.; Contains a forward by Chester E. Finn, Jr., Assistant Secretary for Research and Improvement and Counselor to the Secretary, U.S. Department of Education.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 065-00000-326-1; \$2.75).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Class Size; Comparative Analysis; *Educational Economics; *Educational Policy; Elementary Secondary Education; *Politics of Education; Resource Allocation; School Statistics; Teacher Responsibility; *Teacher Student Ratio

This document reviews the issue of class size reduction, analyzes the evidence from research on the relationship between class size and educational improvement, and cites findings supporting the view that the costs of class size reduction outweigh the benefits and that reducing class size to improve student achievement is inconsistent with the push to enhance teacher professionalism by placing greater demands on teachers. After an introductory overview, the following topics are discussed: (1) the context for reform; (2) the history of the debate; (3) the current debate; (4) perspectives on workload, including statistics on pupil/teacher ratio, pupils per class, pupil load, and staff ratios; and (5) sifting the evidence from standardized tests, state comparisons, and international comparisons. This is followed by a "lesson for America" on classroom culture and class size based on comparisons with the Japanese education system, and a discussion of what teachers can do to manage large classes. Forty-three references are included, and computations are appended. (TE)

ED 292 230

EC 202 012

Jardine, Neil

Attempts To Establish a Structured Programme for Gifted and Exceptionally Able Pupils in a South African High School.

PUB DATE- Jun 84

NOTE- 19p.; Paper presented at the International Conference: Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Boarding Schools; Foreign Countries; *Gifted; Learning Activities; Males; *Program Descriptions; Secondary Education; Student Educational Objectives; *Talent Identification

IDENTIFIERS- South Africa

The paper describes and analyzes implementation procedures of a program for gifted students in a private boarding school for boys in South Africa. It examines the influence of factors such as time management, balance, staffing, staff attitudes, availability of resources, programs, long and short term objectives, and curriculum perspectives. Sections examine the gifted identification process; the concept of giftedness; the gifted as social and "sporting" individuals; and the need for the curriculum to be balanced and inclusive, offer individual attention, and encourage the pursuit of excellence. Also noted are the school's statement of purpose, the balance provided by voluntary choices within compulsory requirements, and the need to help gifted students manage their time well. Program activities in the areas of general culture, English, geography, history, mathematics, science, art, and Afrikaans are described. (DB)

ED 292 231

EC 202 013

ED 292 246

EC 202 028

Nollette, Cindy Dolby

Autism...A Family Affair: A Curriculum for Use with Siblings of
Special Needs Children.

Minneapolis Children's Medical Center, MN.

PUB DATE- 85

NOTE- 60p.; Second printing, April 1986.

AVAILABLE FROM- Minneapolis Children's Medical Center, ECCID, 2520
Minnehaha Ave., South, Minneapolis, MN (\$11.95 + \$1.50 postage and
handling, discount available).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use
(055)

DESCRIPTORS- *Autism; *Behavior Disorders; *Curriculum; Early
Childhood Education; Elementary Education; *Emotional Disturbances;
Family Involvement; Family Life; Helping Relationship; Interaction;
*Interpersonal Relationship; Intervention; Junior High Schools;
Learning Activities; Program Development; Questionnaires; Self
Concept; Self Esteem; *Siblings; Social Support Groups

This volume describes the Sibling Support Program at the Program
for Autistic and Other Exceptional Children sponsored by
Minneapolis Children's Medical Center, and includes the sibling
curriculum used by the program. The curriculum was designed for
children aged 4-14 who have siblings with autism or other moderate
to severe disorders of interaction, communication, learning, and
behavior. The program's six themes aimed to investigate individual
and global issues and anxieties as well as some of the pleasures
and strengths resulting from having a brother or a sister with a
handicapping condition. The themes were: getting to know each
other, self-identity and self-esteem, sibling relationships,
understanding handicaps, family systems, and concluding discussions
and activities. Seventeen sample activities are presented, each
including the activity's goal, procedures, time involved, number of
participants, and appropriate ages. The volume concludes with staff
impressions of the sibling group's experiences and examples of pre-
and post-program questionnaires and other survey forms for parents
and siblings. (JDD)

Education; Evaluation Methods; Home Programs; Intervention;
Microcomputers; *Multiple Disabilities; *Orientation; Outcomes of
Education; Parent Participation; Program Evaluation; *Screening
Tests; Sensory Aids; Student Evaluation; *Visual Impairments;
*Visually Handicapped Mobility

IDENTIFIERS- Sonicguide

The Preschool Orientation and Mobility Project had four major goals as part of its model development activities: (1) develop an Orientation and Mobility (O&M) curriculum for visually impaired and visually impaired/multiply handicapped infants and children, aged 0-5; (2) develop two O&M screening instruments; (3) develop an O&M information pamphlet for families; and (4) explore the use of microcomputers and the "Sonicguide" as interventions. Project administration activities involved: identification and referral of Project children; identification of an appropriate assessment battery for use in screening, assessment, and programming; identification of critical elements in structuring classroom and home environments; operation of a service delivery system involving home, classroom, and resource center components; and staff development. Evaluation activities focused on developmental gains of the children, appropriateness of the assessment battery and family pamphlet, facilitation of novel route travel by the microcomputer application and facilitation of systematic search patterns by the "Sonicguide" staff knowledge and satisfaction; parent satisfaction; and effective resource usage. Other activities included parent involvement, replication procedures, and project information dissemination. The report's appendices contain training modules on classroom environmental arrangements and use of practicum students, a field test procedures manual, examples of questionnaires and data sheets, etc. (Author/JDD)

ED 292 260

EC 202 042

Wu, Wu-Tien

Provision for the Gifted Child in Taiwan, R.O.C. Republic of China .

PUB DATE- Jun 84

NOTE- 24p.; Paper presented at the International Conference:

Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)

Unfinished Agenda" has had some positive effects, especially in the area of increased efforts to integrate vocational and academic education, and there are definite reasons to be optimistic about the future of America's educational system. (MN)

Having a GED credential could also increase the possibility of promotion by showing the employee's initiative. Earning a GED credential would not influence pay except as it might increase chances for promotion. (KC)

Research/Technical (143)

DESCRIPTORS- *Administrative Organization; Adult Education; *Career Development; *Career Guidance; Community Colleges; *Financial Support; *Guidance Centers; Postsecondary Education; *Vocational Evaluation

This conference handout includes five brief papers presented by panel to the Employment and Training Division of the American Vocational Association. They are "Assessment Center (Cerritos College)" (Patricia Cook); "Assessment Is the Future. Can You Afford Not to Be a Part of It?" (Bob Cumming); "A Comprehensive Academic and Career Assessment Center: Funding and Organizational Strategies" (William H. Lawson); "Leveraged Funding and Organizational Strategies for Comprehensive Assessment Centers, Butte College" (Al Renville); and "Comprehensive Assessment: Leveraged Funding and Organizational Strategy (Summary)" (David S. Davis). In addition, an article entitled "Is There Life after College? Empowering Students with a Customized Assessment and Planning Model" (Susan S. Obler, Maureen H. Ramer) provides an overview of assessment that looks toward the future, especially in relation to the needs of adult learners. (YLB)

University is presented in Chapter 5. It discusses problems of copyright, royalties, and updating along with other issues. Chapter 6 makes proposals for printing and publishing the adaptations. The report concludes that the approach proposed represents a potentially major educational initiative that could have a considerable impact on teaching and learning in higher education. It recommends that the initiative be encouraged at the national level through pump-priming funding to establish the first series of adaptations. (YLB)

of income and economic development. In others, farm people themselves are likely to be affected much more by policies directed to all residents than by policies specifically targeting the agricultural sector. (Author/KC)

function and usage, safety, task performance, clarification and verification, and general employment. Chapter 4, which is devoted to vocational competencies and vocabulary, covers the following topics: safety, sanitation, preparation procedures, cooking procedures, and baking. The fifth chapter lists print materials for cooking and for preemployment ESL, computer software, and materials clearinghouses. Nine appendixes include Bilingual Vocational Training Project abstracts, work English survival competencies, a student performance level document, language needs assessment instruments, ESL activities, applied performance testing activities, a trainee and employer follow-up questionnaire, a general employment skills list, and a grammatical focus index. (MN)

making); fats and oils used in food service; and food service sanitation and safety. Each part of the guide also contains program objectives, a description of the target audience for which the part has been developed, timing, teaching suggestions, ideas on using values clarification as a technique to develop career awareness, student worksheets, and transparency masters. Food and kitchen safety checklists are also included. (MN)

Questionnaires were mailed to 1,207 households selected randomly from a metropolitan area telephone directory. Male (N=39) and female (N=63) adults completed the surveys by giving written responses to questions about three moral dilemmas with either a male or female protagonist. A relationship between education and age was found such that the lower the age, the higher the education. When just subjects with college educations were compared, a strong trend for lower scores for women was evident on the Kohlberg Moral Maturity Scale when the protagonist in the dilemma was female. Older individuals also tended to score lower. Other results indicated that empathy was not related to the moral reasoning score. Further research is needed to determine the relationships among moral reasoning, gender, sex of the protagonist, education, age, attributions, and empathy. (NB)

NOTE- 19p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Feminism; *Psychology; *Sex Differences; *Theories

IDENTIFIERS- *Constructivism

Some work in feminist psychology has suggested that male-female differences are not as universal, dramatic, or enduring as has been previously asserted. Feminist psychodynamic theories, in contrast, assert that there are deep-seated and enduring differences between women and men in "self-structure" and relational capacities. Proponents of these theories view gender differences as universal, highly dichotomized, and enduring. Using constructivism as a conceptual framework, gender theories can be considered as representations which either exaggerate or minimize male-female differences. The tendency to exaggerate differences is called "alpha bias," and the tendency to minimize differences is called "beta bias." Alpha bias can be seen in psychodynamic theories, Parson's sex role theory, and in feminist psychodynamic theories. Beta bias can be seen in psychological research on men which is incorrectly generalized to women, in theories that view male and female roles as complementary, in some systems approaches to family therapy, and in recent social policies. All current representations of gender involve alpha and beta bias. The constructivist view holds that the true nature of gender is undecidable. Theories are thus evaluated not by correctness but by utility, by examining how representations of gender have been used to provide the symbols and support the scientific and sociopolitical aims of either the status quo or feminism. (NB)

and 80 undergraduate students from the student counseling center completed measures of life events, psychological distress, social support, and demographic characteristics. Data analysis revealed statistically significant differences between help seekers and nonhelp seekers. Examination of the individual variables relative to their discriminatory power revealed four significant discriminators for life events (number of negative events, perception of very negative events, number of positive events, and perception of very positive events); seven discriminators for psychological distress (obsessive-compulsivity, interpersonal sensitivity, depression, anxiety, psychoticism, trouble falling to sleep, and guilt); one discriminator for social support (density); and four discriminators for demographic characteristics (age, roommates, employment, and prior counseling for self and family). (Author/NB)

well-being. These findings suggest a structured life review process may be a significant counseling modality for use as a holistic nursing intervention. (Author/NB)

instruction, despite the fact that interest in identifying differences was the reason cited for the use of Gesell-like developmental tests. The possibility that reliance on one methodology and whole class instruction may have combined to make some kindergartners appear to be "unready" was never referred to by either teachers or principals. Both the teachers and principals were interested in having transitional first grades to help kindergarten. (Four data tables and 28 references are attached.) (JK)

survey of a random sample of 400 members of the two major public relations associations to determine (1) practitioners' knowledge and skill competencies on a broad range of topics; and (2) the perceived importance of these to the practitioners' professional development. Information was also elicited about the respondents' career levels, educational background, professional activities, and other demographics. The questionnaire consisted of some 34 skill and 71 knowledge areas which were drawn from professional development guidelines. The 221 respondents identified numerous skill and knowledge areas in which discrepancies existed between the practitioners' self-assessed competencies and the perceived importance of these skill and knowledge areas to their professional development. These results showed an apparent lack of broadly-educated generalists in the public relations function and indicated a need for professional development training and education for almost all of the 14 composite skill and knowledge areas assessed in the study. (Nine tables of data are included and 17 references are attached.) (NH)

generalizations or arguing from ignorance. Inspired by George Orwell's essay "Politics and the English Language" and his book "1984," William Lutz coined the term doublespeak, "language which pretends to communicate but really doesn't." Doublespeak commits many fallacies, the most disturbing one being that it makes it more difficult for everyone (speakers and audiences, arguers and bystanders) to be fully human. Lutz divides doublespeak into four types: euphemism, jargon, gobbledygook or bureaucratese, and inflated language. The common denominator in all four of its varieties is self-deception--lies, mystification, and inconsistency. Inconsistency and self-defeat underlie the phenomenon of doublespeak, since everything said is impossible and cannot even be coherently described. Because the proponents and practitioners of doublespeak do not notice that it is self-defeating, and that they are committing linguistic and moral suicide, others must prevent doublespeak from having the last word. (Notes and 25 references are appended.) (MM)

DESCRIPTORS- American Indian Education; *American Indians; Cultural Context; Cultural Influences; Grade 3; Primary Education; *Reading Writing Relationship; Student Attitudes; Student Writing Models; *Teacher Student Relationship; Teaching Methods; Writing Improvement; *Writing Instruction; Writing Research

IDENTIFIERS- Beginning Writing; Childrens Writing; *Dialogue Journals
Focusing on the integration of early reading and writing skills, study examined the instructional use of daily dialogue journals over a 5-month period in a class of 10 third-grade Native American students living on an Indian reservation in northern Michigan. Students were required to make an entry of at least three lines every day, all writing was confidential, and the journals were not graded. Punctuation skills, grammar, and sentence structure improved in most cases, the length of sentences and paragraphs improved in all cases. Ninety percent of the students indicated a positive feeling about writing, and a majority reported that they enjoyed sharing reading and writing with their classmates. Difficulties in using this teaching technique included the amount of teacher time spent in answering the journals on a daily basis, and the problem of motivating students to write. Overall, results indicated that the dialogue journals were successful in combining the need for a culture-based learning style which emphasized group cooperation, and pragmatic learning based on experiences. (Examples of pre-writing, a student attitude chart, a student progress chart, and 22 references are appended.) (MM)

genuine effort to address the concerns expressed in the Kerner Report. In addition to conducting annual surveys to track the progress of employment, ASNE sponsors several programs to expand opportunities for minority journalists and in 1968 provided \$275,000 for minorities programs. In 1987 the American Newspaper Publishers Association (ANPA) reaffirmed its commitment to continue and expand programs designed to increase opportunities for minorities. Nonetheless, the evidence is not persuasive that nearly 10 years of recruiting and referrals have produced a significant change in the minority workforce. (Six tables of data and 20 references are attached.) (NH)

stimulate excellence); (4) performance standards (increasing minimum standards for teachers and students); (5) focus on content (emphasis on basics to ensure performance in critical instructional areas); (6) parental choice (parental control over what, where, and how their children will learn); (7) character (strengthening traditional values in schools); (8) devolution (continued transfer of educational authority to state and local levels); and (9) redirection (replacement of policy emphases in the federal role prominent in prior administrations). (MLF)

process; (3) procedural due process; (4) issues of dismissal, nonrenewal, demotion, and discipline (for insubordination, unprofessional conduct, immorality, or incompetence); (5) reduction in force and involuntary leaves of absence; (6) contractual disputes; (7) tenure; (8) and certification, decertification, revocation, and suspension. (TE)

Starting with an analysis of technological change and innovation cycles, this paper explores the effects of information technology on education in Australia over the past decade. Taking into account current programs and policies concerning the introduction of information technology in education, the paper outlines possible directions for future technological developments and educational responses to them. Part 1 addresses cycles of technological innovation, including product and process life cycles and convergence of technologies. Part 2 describes the responses of education to these technological developments, including engineering strategies, market strategies, public interest strategies, and transformational strategies. Part 3 is a speculative discussion of how technology will affect the future of education. The contrast between what is technologically possible and what is educationally desirable--and feasible--serves as a background to the analysis of policy developments which would assist education in managing the process of change that lies ahead. (Author/TE)

Neethling, Kobus

Gifted Education: A General Perspective. What Every Teacher Should Know about Gifted Education.

PUB DATE- Jun 84

NOTE- 20p.; Paper presented at the International Conference: Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Ability Identification; Community Resources; *Delivery Systems; Educational Diagnosis; Elementary Secondary Education; Foreign Countries; *Gifted; Helping Relationship; Mentors; Models; *Program Effectiveness; Program Evaluation; Program Improvement; Teacher Certification; Teacher Education

This paper outlines major contributing factors in the manifestation of successful gifted education programs. The first factor, teacher training, involves the right of gifted children to be educated by specially qualified teachers. A teacher training model leading to certification for teachers of the gifted is described. The second factor, gifted identification, requires that giftedness and characteristics of the gifted be clearly defined. Delivery models are another contributing factor. As an alternative to the regular classroom, program prototypes for the gifted are listed, including acceleration programs, enrichment programs, and guidance programs. The use of community resources is also a factor, and a mentor program can be used to fill the gap of needs unmet in the classroom. The final factor is the importance of evaluating the gifted program. Throughout the paper, it is emphasized that the regular education teacher must undertake responsibility to ensure that the needs of gifted students are met. (Author)

DESCRIPTORS- Ability Identification; Acceleration (Education); Educational History; *Educational Objectives; *Educational Policy; Educational Research; Elementary Secondary Education; Enrichment Activities; Federal Aid; Foreign Countries; *Gifted; Mainstreaming; Private Financial Support; *Program Design; Program Evaluation; *Talent; Teacher Education

IDENTIFIERS- *Taiwan

The paper traces the history of gifted and talented education programs in Taiwan and outlines their present status, focusing on statistical data, government support systems, program design, teacher training, gifted student identification, government financial resources, contributions of private organizations, and research and evaluation. Enrichment and acceleration practices are noted, including research on special topics, summer camps, grade-skipping, early graduation, and telescoping grades. Problems are also described, such as the issue of self-contained versus mainstreamed classes, the lack of continuity as students move from elementary gifted classes to junior high schools with no comparable classes, parental attitudes toward the broad scope of the gifted classes, and other social and traditional problems. The paper concludes with a discussion of the immediate and long-term goals of gifted education in Taiwan. (Author/JDD)

DOCUMENT RESUME

ED 292 261

EC 202 043

Munger, Gail

A Review of Current Computer Software for the Development of Individualized Educational Programs.

Virginia Univ., Charlottesville.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC

PUB DATE- Feb 87

NOTE- 49p.; A Data-Based Decisions Project, Department of Curriculum Instruction and Special Education.

GRANT- G008530150

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Computer Managed Instruction; *Computer Software Reviews; Computer Uses in Education; Curriculum; *Database Management Systems; *Disabilities; Due Process; Elementary Secondary Education; *Individualized Education Programs; Lesson Plans; Management Information Systems; Microcomputers; Selection; *Severe Disabilities; Statistical Analysis; Student Educational Objectives; Student Evaluation

This paper reviews computer software designed for the development, management, and updating of Individual Educational Plans (IEPs) for disabled students. Selection criteria required that the software perform multiple tasks related to the writing of IEPs, be appropriate for use in a medium-sized school district, and be appropriate for a severely handicapped population. The software identified was most frequently available for Apple systems, followed by Radio Shack and IBM personal computers. The systems' functions include, among others: developing, organizing, storing, editing, and retrieving a data bank of goals, objectives, and resources; storing student's objectives, evaluative criteria for objectives, and strategies and materials for curricular areas; developing treatment plans, service plans, lesson plans, and curricula; cross tabulating and statistical summary capabilities; and monitoring due process and procedural safeguards. For each of the almost 60 software programs listed, the following information is provided: title, publisher's name and address, computer system

DOCUMENT RESUME

ED 292 277

EC 202 060

Fuchs, Douglas; Fuchs, Lynn S.

Mainstream Assistance Teams to Accommodate Difficult-to-Teach
Students in General Education.

George Peabody Coll. for Teachers, Nashville, Tenn. Dept. of Special
Education.

SPONS. AGENCY- Office of Special Education (ED), Washington, D.C.

PUB DATE- 87

NOTE- 51p.

GRANT- G008530158

AVAILABLE FROM- Douglas Fuchs, Department of Special Education, Box
328, George Peabody College, Vanderbilt University, Nashville, TN
37203.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Behavior Modification; Consultants; *Consultation
Programs; Educational Cooperation; Educational Diagnosis;
Elementary Secondary Education; Handicap Identification;
*Intervention; *Mainstreaming; *Mild Disabilities; Models; *Progra
Development; Program Evaluation; Program Implementation; *Referral
Special Education; Student Evaluation; Teamwork

IDENTIFIERS- *Mainstream Assistance Team Project; Prereferral
Assessment; Tennessee

The Mainstream Assistance Team (MAT) project is a 3-year research
program designed to develop, implement, and validate a prereferral
intervention model. The model is a least-restrictive, preventative,
ecologically-based, problem-solving approach, using a
multidisciplinary team composed of a school psychologist, special
educator, and general educator. The program's rationale focuses on
the increasing numbers of identified mildly handicapped students
and the importance of prereferral assessment and intervention in
general education classrooms. The social, political, and
bureaucratic dimensions of the Tennessee school district setting
for which the MAT was developed are considered in the program's
design. Major dimensions of the MAT include: behavioral
consultation; component analyses of three increasingly inclusive
versions of the stages of behavioral consultation (problem
identification, problem analysis, plan implementation, and problem

DOCUMENT RESUME

ED 292 291

EC 202 075

Eriksson, Gillian I.

An Integrated Creative Arts Programme for Exceptionally Talented Children.

PUB DATE- May 84

NOTE- 14p.; Paper presented at the International Conference: Education for the Gifted "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers "Papers Presented at..." (150)

DESCRIPTORS- Creative Development; *Creative Thinking; *Creativity; Elementary Secondary Education; Foreign Countries; Formative Evaluation; *Gifted; Identification; Models; Placement; *Program Design; *Program Development; Program Evaluation; Screening Tests; Summative Evaluation; *Talent; Teacher Characteristics; Teacher Selection

IDENTIFIERS- South Africa

A creative arts program for talented students in Johannesburg (South Africa) is intended to foster perceptual-, aesthetic-, cultural-, social-, and self-awareness, understanding of the arts, as well as an emphasis on expanding creative potential focuses on the processes of sensory, intellectual creative, and aesthetic development. A four-phase system of identification is based on a multifaceted and expanded definition of giftedness. In designing the program, developers examined models of creativity, characteristics of the creative personality, criteria for determining creative thinking ability, and specific teaching models. Among desirable teacher characteristics are a willingness to risk, acceptance of the uniqueness of others, and the ability to be structured in a flexible way in response to the students' experience and motivation. Procedures for screening and placement, selection criteria, the curriculum outline, and evaluation procedures are described. Program options include core courses (e.g., Creative Thinking, Effective Thinking, Body Language, Study Skills), workshops in language, visual, performing, and cultural arts, and integrated arts/creativity workshops at primary and

DOCUMENT RESUME

ED 292 308

FL 017 225

Reveron, Wilhelmina W.

Hispanic Americans: A Comprehensive Bibliography.

PUB DATE- 88

NOTE- 32p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Communication Disorders; *Cultural Traits; Evaluation Methods; *Hispanic Americans; Information Sources; *Language Acquisition; *Language Tests; Sociolinguistics; *Speech Improvement

A bibliography on Hispanic Americans contains over 200 citations of articles, papers, monographs, and books in seven categories: culture (language and customs); normal speech and language acquisition (theoretical framework, mother-child interaction, language community, form, content, usage, second language acquisition, cognitive development); sociolinguistics (issues, dialect features, code-switching, language community, attitudes); communication disorders (incidence, fluency disorders, functional language disorders, neurological disorders of speech and language, voice disorders, hearing disorders, assessment, treatment); assessment (issues, test validity, reliability, and standardization, tests, nonstandard approaches, articulation assessment, language assessment, hearing assessment, cognitive assessment); treatment (role of the speech-language pathologist, training, treatment approaches, issues in education, materials); and bibliographies. (HSE)

ED 292 309

FL 017 226

Reveron, Wilhelmina W.

Black Americans: A Comprehensive Bibliography.

PUB DATE- 88

DOCUMENT RESUME

ED 292 324

FL 017 241

Wason, Thomas

Linguistics in the Study of Information and Intelligence. Linguistics in the Undergraduate Curriculum, Appendix 4-J.

Linguistic Society of America, Washington, D.C.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE- Dec 87

NOTE- 11p.; In: Langendoen, D. Terence, Ed., Linguistics in the Undergraduate Curriculum: Final Report; see FL 017 227.

GRANT- EH-20558-85

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Cognitive Processes; *College Curriculum; Computer Science; Correlation; Higher Education; *Information Science; *Intelligence; *Interdisciplinary Approach; Language Processing; *Linguistics; Linguistic Theory; Logic; Philosophy; Program Descriptions; Psychology; Relevance (Education); Undergraduate Study

IDENTIFIERS- *Cognitive Sciences; Stanford University CA

Stanford University's new Symbolic Systems Program is an interdisciplinary undergraduate program focusing on understanding the nature of intelligent behavior. It brings together the disciplines of cognitive psychology, logic, computer science and artificial intelligence, philosophy, and linguistics in a newly emerging field of research concerned with the structure, content, and processing of information. Linguistics plays a central role in the program because, as the systematic study of human language, it can contribute greatly to the development of a general theory about how information is conveyed through symbols. The field of linguistics also deals with an exceptional range of phenomena, and is intellectually and practically accessible to an undergraduate student, making it an especially suitable vehicle for teaching undergraduates how to evaluate theories. (MSE)

DOCUMENT RESUME

ED 292 338

FL 017 255

Wiley, Patricia Davis

Rural FLES Models: Teachers and Students Learning a Foreign Language.

PUB DATE- 88

NOTE- 10p.; In: Lalande, John F. II, Ed., Shaping the Future of Language Education: FLES, Articulation, and Proficiency. Report of Central States Conference on the Teaching of Foreign Language; see FL 017 249.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; *Curriculum Development; Elementary Education; *FLES; Higher Education; Intensive Language Courses; Interdisciplinary Approach; *Introductory Courses; Program Descriptions; *Program Design; *Rural Schools; *Second Language Programs; Spanish; Teacher Education

IDENTIFIERS- *Morgan County School System TN; University of Tennessee Knoxville

The foreign language education program in the department of curriculum and instruction at the University of Tennessee at Knoxville has worked with the Morgan County School System to develop a foreign language experience (FLEX) program in Spanish for that district. The program has three phases: (1) 1 year of in-service instruction in language and methodology for the 28 volunteering K-4 teachers, (2) development of an interdisciplinary curriculum, and (3) intensive language training for 11 lead teachers. The program has become the only district-wide FLEX program in the state, and it is taught by monolingual elementary classroom teachers. Near the end of the initial teacher training period, a group of the participating teachers requested additional Spanish training and the opportunity to design an interdisciplinary curriculum. An off-campus graduate class incorporating both language instruction and curriculum design was created for the interested teachers. The third phase of the program is a combined year-long graduate course for the 11 lead teachers and in-service training for the other 17. The program illustrates how a university and a school district can cooperate to fund, plan, and implement a special linguistic enrichment experience for both classroom

DOCUMENT RESUME

ED 292 354

FL 017 271

Stitsworth, Michael H.

Addressing Third World Development through Youth Exchange.

PUB DATE- Apr 87

NOTE- 21p.; Paper presented at the Annual Third World Conference (13th, Chicago, IL, April 9-11, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Agricultural Education; Developing Nations; Disadvantaged Youth; *Economic Development; *Extension Education; Federal Programs; *International Educational Exchange; Postsecondary Education; Program Descriptions; Program Effectiveness; *Student Exchange Programs

IDENTIFIERS- 4 H Programs; Peace Corps; *Purdue University IN; *Togo; United States Information Agency

A 2-year exchange program between Purdue University's extension Department of 4-H and Youth and Togo's University du Benin, funded by the United States Information Agency, is described. In the program, eight Togolese fifth-year agricultural students spent 6 weeks in Indiana with farm families, and eight Indiana 4-H members--including three inner-city youth--spent 6 weeks in Togo studying the United States' role in international development. In each case, the youth studied the counterpart country's agricultural practices and projects. In Togo, the American participants were briefly paired with Peace Corps volunteers. The report describes the program for both groups of youth, including eligibility requirements, orientation, activities, and debriefing, and evaluates the program's success. Recommendations are made for similar youth exchange programs to be undertaken in the future. An application form is appended. (MSE)

ED 292 355

FL 017 272

DOCUMENT RESUME

ED 292 368

HE 021 215

McGill, Mollie A., Ed.; Jonsen, Richard W., Ed.
State Higher Education Policies in the Information Age.
Western Interstate Commission for Higher Education, Boulder, Colo.
PUB DATE- Sep 87

NOTE- 109p.; Funding assistance provided by The Frost Foundation,
Ltd., Pacific Telesis Foundation, and US West.

AVAILABLE FROM- WICHE Publications, P.O. Drawer P, Boulder, CO
80301-9572 (\$10.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials

(070) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Administrative Policy; Administrator Role; Agency Role;
College Administration; *Computers; Computer Uses in Education;
Educational Finance; *Educational Policy; *Educational Technology;
Educational Television; *Higher Education; *Information Technology;
Intellectual Property; Policy Formation; Position Papers; *State
Action; Statewide Planning; Teacher Role; Telecommunications

IDENTIFIERS- Project ALLTEL; Texas

Policy issues relating to the integration of information and
communications technology into higher education are addressed,
primarily for those with policy development responsibility at the
state level. The following chapters are included: (1) "State Higher
Education Policies in the Information Age: An Introduction to the
Issues" (Robert G. Gillespie, Richard W. Jonsen, and John P.
Witherspoon); (2) "Implications of Introducing New Technologies
into Higher Education" (Mara Mayor); (3) "The State Environment: A
Context for Developing Telecommunications Policy" (James R.
Mingle); (4) "Principles and Guidelines for a Coordinated
Telecommunications Plan" (Dwight D. Dively); (5) "Finance Issues in
the Telecommunications Age" (Michael B. Goldstein and Suzanne H.
Woolsey); (6) "The Role of the Faculty in the Use of Learning
Technologies" (Patricia J. Dewees and Lee C. Frischknecht); (7)
"Ownership of Intellectual Property and Implications for State
Policy" (Richard D. Marks); (8) Strategies for Familiarizing
Policymakers and Educators with Information Technologies" (Ralph D.
Hills); and (9) "State Leadership: The Key to Successful
Integration of New Technologies into Higher Education" (Patrick M.

DOCUMENT RESUME

ED 292 382

HE 021 246

Terenzini, Patrick T.

A Review of Selected Theoretical Models of Student Development and Collegiate Impact. ASHE Annual Meeting Paper.

PUB DATE- Nov 87

NOTE- 39p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Students; *Developmental Stages; *Educational Theories; Higher Education; *Models; *Student College Relationship; *Student Development

IDENTIFIERS- *ASHE Annual Meeting; Astin (Alexander); Chickering (Arthur W); Kohlberg (Lawrence); Loevinger (Jane); Pascarella (Ernest T); Perry Developmental Scheme; Tinto Theory

Theories concerning dimensions and dynamics of college student development and theories about how colleges exert influence on student change are reviewed. The models deal principally with growth among traditional undergraduate students. The theories of Chickering, Perry, Kohlberg, and Loevinger address the nature, structure, and processes that define individual human growth. The emphasis is on stages or levels of development. The theories of Astin, Tinto, and Pascarella focus on the environmental origins of student change or development. Specifically, consideration is given to: Chickering's seven vectors of student development, Perry's scheme of intellectual and ethical development, Kohlberg's theory of moral development, Loevinger's milestones of ego development, Astin's theory of involvement, Tinto's theory of student departure, and Pascarella's general model for assessing change. Substantive and process similarities are identified among the developmental theories, and critiques of the developmental approach are reviewed. Thirty-five references are cited. (SW)

DOCUMENT RESUME

ED 292 396

HE 021 260

Barretta, Mary Jane Trout

A Case Study of Governance at Rikkyo University in Tokyo, Japan: Implications for the Reform of Japanese Higher Education. ASHE Annual Meeting Paper.

PUB DATE- 23 Nov 87

NOTE- 9p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Responsibility; Case Studies; *College Governing Councils; Deans; Decision Making; Educational Change; Faculty College Relationship; Foreign Countries; *Governance; Higher Education; *Organizational Effectiveness; Policy Formation; *Power Structure; Private Colleges; *School Organization; Teacher Administrator Relationship

IDENTIFIERS- *ASHE Annual Meeting; *Rikkyo University (Japan)

A 1985-1986 case study of governance conducted at Rikkyo University, a private university in Tokyo, is considered, along with weaknesses in the organizational framework of governance and how these organizational weaknesses are linked to problems in reforming Japanese higher education. The governance structure provides that each college of a private university have an academic senate composed of faculty to decide academic matters. Since Rikkyo University has six colleges, it also has six separate senates, and with each college acting independently of the other colleges within the university, there is little university-wide policy or ways to achieve it. A Dean's Council was formed to coordinate university-wide decision-making; however, the Council does not operate from formal authority. The case study at Rikkyo University considered the views of full-time faculty. Findings include: the six senates individually and the Deans' Council have more power than the Board of Trustees; the Deans Council is the locus of university-wide decision-making; in the Deans' Council, consensus must be reached before decisions are made; and it is difficult to achieve consensus within the Deans' Council because faculty

DOCUMENT RESUME

ED 292 410

HE 021 276

Strange, Carney
Bridging the Gap between Theory and Practice in Student Affairs. ASHE Annual Meeting Paper.

PUB DATE- 23 Nov 87

NOTE- 18p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Research; Education Majors; *Graduate Study; Higher Education; Institutional Research; Postsecondary Education as a Field of Study; *Professional Education; Research Utilization; *Student Personnel Workers; *Theory Practice Relationship

IDENTIFIERS- *ASHE Annual Meeting

Problems of bridging the gap between theory and practice in the professional preparation of student affairs practitioners are considered. After briefly discussing the character of professional work and the role of theory and research, attention is directed to problems inherent to the nature of applied educational fields and issues related to the imperfect correspondence between theory and practice. Strategies are recommended concerning professional preparation and successfully connecting theory and practice in the course of graduate education. While many of the examples are specific to student affairs, the assumptions and general processes outlined are presumed to be applicable to the task of applied professional preparation in general. The suggestions for professional preparation include: encourage the role of "personal theorist;" move from the concrete to the abstract, from practice to theory; and move from the abstract to the concrete, from theory to practice. It is suggested that the best place to present theory is with the concrete experience of students, and that inductive methods that move from particulars to general principles are more effective. Strategies to move from the abstract to the concrete might include using a particular theoretical model to critique

DOCUMENT RESUME

ED 292 424

HE 021 309

Gainer, William J.

GAO's Views on the Default Task Force's Recommendations for Reducing Default Costs in the Guaranteed Student Loan Program. Testimony before the Subcommittee on Postsecondary Education, Committee on Education and Labor, House of Representatives.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO-T-HRD-88-7

PUB DATE- 2 Feb 88

NOTE- 9p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- College Students; Cost Effectiveness; Federal Aid; Federal Programs; Financial Problems; *High Risk Persons; *Loan Repayment; Postsecondary Education; *Student Characteristics; *Student Financial Aid; *Student Loan Programs

IDENTIFIERS- *Guaranteed Student Loan Program; *Loan Default; Pell Grant Program

This General Accounting Office (GAO) testimony before the Subcommittee on Postsecondary Education, Committee on Education and Labor, House of Representatives, concerns the findings of the task force that addressed the increasing costs of student loan defaults. The task force report is considered, generally, to provide additional incentives and tools for program participants to use to better manage their programs and control defaults and to complement recent legislative and regulatory changes. The following topics are discussed: (1) characteristics of defaulters; (2) task force proposals; (3) lender risk sharing; and (4) origination fees for other loan programs. The task force proposal to substantially increase Pell Grant funding is not considered advisable, due to its cost in comparison to the much smaller default savings it would realize. Two proposals are offered that were not proposed in the task force report: (1) lender risk sharing (providing a stronger incentive to avoid defaults and improve their collections efforts); and (2) charging loan origination fees for loans guaranteed under the Parent Loans for Undergraduate Students (PLUS) and the Supplemental Loans for Students (SLS) programs. (KM)

DOCUMENT RESUME

ED 292 438

HE 021 323

Alabama Student Grant Program. Ninth Annual Report. 1986-87 Academic Year.

Alabama State Commission on Higher Education, Montgomery.

PUB DATE- 87

NOTE- 70p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Educational Finance; Eligibility; Financial Aid Applicants; Financial Support; *Grants; Higher Education; *Private Colleges; *State Aid; State Surveys; Student Costs; *Student Financial Aid

IDENTIFIERS- *Alabama Student Grant Program

Following a description of the establishment of the Alabama Student Grant Program (which provides direct grants to bonafide residents of Alabama for attending undergraduate school at specified nonprofit, independent Alabama institutions), information is provided on student eligibility requirements. Applicants must meet such criteria as having United States citizenship, having a certificate of graduation (or the equivalent) from a secondary school, being enrolled as a full- or half-time student in an eligible program, be making satisfactory progress, and not be enrolled in a course of study leading to a degree in religion or theology. Appropriations for the grant program were \$3,342,956 in 1985-86 and \$3,016,828 for 1986-87. Maximum grant awards were \$550 in 1978-79 and \$516 in 1986-87. Most grant recipients majored in business administration, education, or general liberal arts and sciences. Over 7% majored in technological or occupational programs at the associate degree or sub-baccalaureate level. Tables are included to note distribution of grant recipients and payments by institutions, rank order listing of numbers and percentages of grant recipients by program areas, and intra-institutional distribution of grant awards. (SM)

DOCUMENT RESUME

ED 292 454

IR 013 206

Schaffer, Dennis R.

Collective Bargaining: Adversary or Colleague? Chapter 11.

PUB DATE- 78

NOTE- 16p.; In: Instructional Development: The State of the Art.

Volume I, 1978; See IR 013 196. For chapter 5, see ED 144 587.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Collective Bargaining; *College Faculty; Higher Education; *Instructional Development; Questionnaires; Strikes; *Student Attitudes; *Student Participation; Unions

This discussion of the effects of unionization of teaching faculty upon the instructional development process in higher education examines both the collective bargaining process and strikes. Mailed questionnaires were used to collect data from instructional developers in instructional development agencies, faculty members, and students. Various scenarios suggested by the replies to the questionnaires are discussed in terms of their possible impact upon instructional development activities, and suggestions are made for steps to be taken to avoid some of the undesirable aspects of these scenarios. Two tables present the tabulated survey data, and a 13-item bibliography is provided. (Author/EW)

ED 292 455

IR 013 207

Braden, Roberts A.; Terrell, William R.

The Challenge from Within: Some Unpopular Views on Instructional Development Topics. Chapter 12.

PUB DATE- 78

NOTE- 17p.; In: Instructional Development: The State of the Art.

Volume I, 1978; See IR 013 196. For chapter 5, see ED 144 587.

LANGUAGE- English

DOCUMENT RESUME

ED 292 469

IR 052 316

Harger, Elaine; And Others

The Preservation of Library Materials: A CUL Handbook. Guidelines and Procedures. 4th Edition.

Columbia Univ., New York, N.Y. The Libraries.

PUB DATE- Mar 87

NOTE- 117p.; For the second edition, see ED 212 258.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- Books; College Libraries; Higher Education; *Library Collections; *Library Materials; *Library Technical Processes; *Microreproduction; *Preservation

IDENTIFIERS- *Book Binding; Book Preservation; Book Storage; Deterioration (Books)

This handbook is designed to assist library staff in implementing preservation programs, including first-time binding for pamphlets, monographs, and serials; rebinding; protective housing for deteriorated materials; replacement; and preservation microfilming. Services available from both commercial and in-house sources are described and guidelines are provided for their use. Services offered by the library to non-library customers are also described, and notes on preservation include tips on the proper shelving of books and the cleaning of books and stack areas, as well as suggestions for consciousness-raising among patrons with regard to book preservation. Appended materials include a copy of the Columbia University Libraries Preservation Policy; information on reprographic services and copies of the order form; and copies of preservation training session handouts. The text is supplemented by charts, forms, and illustrations. (EW)

ED 292 470

IR 052 317

DOCUMENT RESUME

ED 292 484

JC 880 094

Losak, John, Ed.

Applying Institutional Research in Decision Making. New Directions
for Community Colleges, Number 56.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.

REPORT NO.- ISBN-1-55542-981-5

PUB DATE- 86

NOTE- 120p.

CONTRACT- OERI-400-83-0030

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Information Analysis/State-of-the-Art Materials - ERIC Information
Analysis Products (071) Collected Works - Serials (022)

DESCRIPTORS- *College Administration; *College Planning; Community
Colleges; *Decision Making; Evaluation Utilization; *Institutional
Research; Marketing; Program Evaluation; Research Administration;
Research Needs; *Research Utilization; School Effectiveness; Two
Year Colleges

This collection of essays by current or former directors of
institutional research represents the broad spectrum of size,
function, and geography within institutional research in the
two-year college. The volume contains: (1) "The Role of
Institutional Research in Evaluation of Nontraditional Programs:
College Preparatory Analysis at Miami-Dade Community College," by
Cathy Morris and John Losak; (2) "The Student Information
Questionnaire as a Management Tool for Community College Planning,"
by Judith Moss; (3) "The Impact of Enrollment Research on Marketing
Decision Making and Class Offerings," by Gary Rankin; (4)
"Strategic Management via Institutional Research," by P. Anthony
Zeiss; (5) "Assessment of Institutional Effectiveness," by Kay
McCullough Moore; (6) "Institutional Research and Assessment of the
External Environment," by Warren Groff; (7) "Campus Leadership:
Managing and Marketing through an Effective Institutional Research
Program," by J. Terence Kelly and Ann M. Otto; (8) "Meeting the
Challenge of Change: An Opportunity for Research in the Community
College," by Edith H. Carter; and (9) "Sources and Information:

DOCUMENT RESUME

ED 292 498

JC 880 126

Todaro, Julie; Iglehart, Toma

Documentation Handouts.

Austin Community Coll., TX. Rio Grande Campus.

PUB DATE- 25 Mar 88

NOTE- 12p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Bibliographies; *Citations (References); Community Colleges; Two Year Colleges

Designed for students at Austin Community College, these four handouts summarize the major citation formats used today, including a social sciences format (American Psychological Association), a sciences format (Council of Biology Editors), the standard Turabian format, and the Modern Language Association (MLA) format. One side of each handout provides examples of footnotes or in-text citations, while the other side shows how to cite various types of materials in a bibliography. The sheets provide the students with a "take home" summary that is usually adequate for their papers, and is much easier for them to use than style manuals. The handouts can be picked up by students as they need them, or reproduced by instructors for their classes. (EJV)

ED 292 499

JC 880 127

Palmer, Jim

Assessing Institutional Effectiveness: Community College Case Studies.

American Association of Community and Junior Colleges, Washington, D.C.

PUB DATE- 24 Mar 88

DOCUMENT RESUME

ED 292 512

JC 880 147

College Level Academic Skills Test Review: Report and Recommendations of the Postsecondary Education Planning Commission, 1988. Report 4. Florida State Postsecondary Education Planning Commission, Tallahassee.

PUB DATE- 25 Feb 88

NOTE- 68p.; Prepared in response to Specific Appropriation 537A of the 1987 General Appropriations Act.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Achievement Tests; Basic Skills; Community Colleges; Educational Legislation; Higher Education; *Minimum Competency Testing; State Colleges; Statewide Planning; Test Bias; *Test Construction; *Testing Programs; *Test Validity; Two Year Colleges; Writing Evaluation

IDENTIFIERS- *College Level Academic Skills Test; *Florida

In response to a legislative mandate, this report assesses the validity of the College Level Academic Skills Test (CLAST) and offers recommendations for increasing the passing rate of students. Section I summarizes the Florida State Legislature's interest and intent in establishing CLAST an achievement test--measuring skills in computation, reading, and writing--which must be passed by all students seeking an associate of arts degree at the state's public community colleges and admission into upper division at the state universities. Section II: offers review of the trends and public concerns that contributed to the establishment of the statewide college-level testing program in Florida; highlights testing projects that preceded CLAST; and describes CLAST. Section III presents the results of a study by a consultant team of the psychometric validity of CLAST, revealing that, although most sections of the test were reasonably reliable and valid, improvements in the reliability of the writing test were recommended. Section IV offers recommendations related to the design of CLAST and strategies for improving students' test performance, including: (1) state universities and community colleges should improve linkages with feeder high schools; (2) each institution should track the performance of its students on the

DOCUMENT RESUME

ED 292 526

JC 880 166

Allan, Beverly; And Others

The Educational and Training Needs of Public Housing Residents. A Survey of the Residents in Creighton and Hillside Public Housing, Richmond, Virginia.

J. Sargeant Reynolds Community Coll., Richmond, VA. Office of Educational Planning and Research.

PUB DATE- Mar 88

NOTE- 37p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Community Attitudes; Community Surveys; Cooperative Programs; Economically Disadvantaged; *Educational Attitudes; *Educationally Disadvantaged; *Educational Needs; Educational Planning; Females; Needs Assessment; *Outreach Programs; *Public Housing; Questionnaires

In 1987, a study was conducted by the Richmond Redevelopment and Housing Authority (RRHA) and J. Sargeant Reynolds Community College (JSRCC) to identify the level and kinds of educational training wanted by residents of the Creighton and Hillside public housing developments, the support and assistance RRHA might offer residents to gain employment, and the residents' interest in job skills training. Interview teams, pairing RRHA and JSRCC staff members, surveyed a random sample of 10% of all 790 apartments in the two housing developments. Study findings included the following: (1) of the 79 persons interviewed, 99% were black and 89% were female; (2) 77% had not graduated from high school, and 76% were not employed; (3) though only 25% of the respondents stated that lack of education or training had ever been a stumbling block to a better job, 96% felt that if they had more education they could earn more money; (4) of the 89% of the respondents who expressed an interest in more education, 53% were interested in studying to pass the General Educational Development exam, 64% wanted to take special courses to learn a skill, and 38% were interested in earning a college certificate or associate degree; (5) 79% said they would take classes if they were offered at the housing development; (6) respondents expressed the greatest interest in courses in nursing.

DOCUMENT RESUME

ED 292 540

PS 017 146

Moriarty, Sheila; And Others

Making Child Care Work. Report to the 1987 Minnesota Legislature by the Child Care Task Force.

Minnesota Council on Child, Youth and Families, St. Paul.

SPONS. AGENCY- Minnesota State Dept. of Human Services, St. Paul.

PUB DATE- Jan 87

NOTE- 196p.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Certification; *Day Care; *Day Care Centers; *Educational Facilities Improvement; Insurance; *Program Improvement; *State Government; *State Programs; Statewide Planning; Teacher Education Programs; Teacher Qualifications

IDENTIFIERS- Meal programs; Minnesota

This report makes recommendations to the 1987 Minnesota Legislature on some actions that can be taken to improve Minnesota's child care system and make it work more effectively. The first section of the report documents the growing need for child care, emphasizing the number of children in Minnesota, the number of women in the labor force, changes in family structure and economic conditions, and the need for flexible child care arrangements. The second section focuses on the task force's findings and recommendations regarding: (1) availability of insurance for day care providers; (2) administration of the child care food program; (3) indicators of quality child care; (4) ratios and age grouping of children; (5) fire safety standards; and (6) regulations of child care services. Results from a telephone survey of 115 Minnesota child care providers are given in the third section, which also contains a copy of the survey questionnaire. The final section describes the Minnesota Council on Children, Youth, and Families, and lists the Child Care Task Force's members. Attached are eight appendixes on the topics of: (1) day care liability insurance survey results; (2) the child care food program; (3) fire safety in day care; (4) competency standards; Minnesota Family Day Care Training and Assessment Project; (5) licensing and alternative forms of regulation; (6) research on indicators of quality in child care; and (7) community meetings. A bibliography with 25 references

DOCUMENT RESUME

ED 292 554

PS 017 228

Crockenberg, Susan B.

An Interactive Approach to the Study of Infant Temperament, Maternal Caregiving, and Behavioral Outcome.

PUB DATE- Jul 87

NOTE- 13p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (9th, Tokyo, Japan, July 12-16, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Attachment Behavior; *Child Rearing; *Infant Behavior; *Infants; *Mothers; Parent Attitudes; Parent Child Relationship; *Personality; *Predictor Variables; Research Problems

This paper reviews research on the relationship between infant temperament and maternal caregiving, and discusses conflicting findings. After emphasizing the central importance of independent measures in tests of interactions between temperament and caregiving, the paper reports two studies designed to clarify the relationship. In Study One, 48 mothers and infants participated in an investigation of the extent to which maternal sensitivity at the end of the infant's first year could be predicted from prenatal maternal attitudes, infant irritability during the neonatal period, or an interaction between both. Findings were consistent with the view that the impact of infant temperament on caregiving depends on caregiver characteristics, such as developmental history, personality, experience, and stress. An association between infant irritability and maternal insensitivity appeared to evolve over time. In Study Two, conducted from infants' 3rd to 24th month, 40 mothers and their infants participated in an investigation of the antecedents of angry and punitive maternal behavior and the predictors of child anger, noncompliance, low confidence, and social withdrawal. Findings suggested that the origins of anger, noncompliance, and low confidence in children cannot be attributed solely to patterns of maternal care. Concluding discussion explores implications of the findings for studies of attachment and recommends directions for future research. (RH)

DOCUMENT RESUME

ED 292 569

PS 017 244

Papadopoulos, Antonis

The Contact School Plan: Visit to the Swedish Contact School
(Fajanskolan, Falkenberg).

Council for Cultural Cooperation, Strasbourg (France).

REPORT NO.- DESC/EGT(88)11

PUB DATE- 8 Feb 88

NOTE- 9p.; Council for Cultural Co-operation (CDCC) Project No. 8 on
"Innovation in Primary Education."

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Coordination; Day Care; Educational Environment;
*Educational Innovation; *Elementary Education; Foreign Countries;
Institutional Characteristics; *Nursery Schools; Preschool
Education; Program Descriptions; School Age Day Care; *School
Organization

IDENTIFIERS- *Mixed Age Groups; Sweden

Described is a visit to the Fajans School in Falkenberg, Sweden, a single stream elementary school with an integrated nursery and day care center. Serving 220 children, the Fajans school does not grade according to age or ability. The nursery school provides 47 day care places, plus 18 in a part-time day nursery and 30 for children 7-12 years old who need supervision outside of school hours. Children are grouped according to "color units," each of which has a nursery department, junior class, and intermediate class. Ages in each color unit range from 9 months to 12 years. Each unit has its own team of staff, including teachers, recreation leaders, and some kitchen and cleaning staff. The school aims to create a homelike, realistic, and natural atmosphere in which children will be happy, feel secure, be self-confident, acquire self-respect, be able to collaborate, undertake responsible activities, have their strong points developed, and feel that they are at the center of attention. The report describes the school building and facilities, and how teachers and pupils work. Observations are reported and suggestions are offered concerning school climate, building and facilities, affective and psychomotor domains of development, cognitive development, and parents' involvement. It is concluded that the school had achieved its basic aim. (RH)

DOCUMENT RESUME

ED 292 583

PS 017 272

Barry, Eleanor

Improving Observation Skills of Child Care Workers through the Systematic Use of Selected Techniques.

PUB DATE- 87

NOTE- 79p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Check Lists; *Child Caregivers; *Classroom Observation Techniques; *Day Care; Early Childhood Education; *Economically Disadvantaged; Inservice Teacher Education; Instructional Development; *Paraprofessional School Personnel; Photographs; *Teacher Responsibility; Workshops

IDENTIFIERS- Event Sampling

It was noted that paraprofessional child caregivers working with economically disadvantaged children did not base instructional choices on data derived from direct observations. As a result, this practicum was implemented to improve the observation and recording skills of five caregivers serving as group leaders of day care workers. Centers involved were operated by the public schools in an eastern, industrialized city. Practicum goals were to: (1) provide participants with information and experiences indicating the importance of observation and recording in early childhood programs; (2) provide opportunities to practice observational techniques; and (3) emphasize the importance of systematic observation for program planning. Observational techniques selected as most appropriate to workers' abilities and work situations included use of checklists, event sampling, and photography. To achieve the goals, a series of workshops and field experiences were implemented. Participants practiced the techniques in their classrooms during the 3 months of the practicum. Evaluation data indicated that all five participating child caregivers improved, but improvements were uniformly low. All participants, however, felt they had improved significantly. Related materials are appended. (RH)

DOCUMENT RESUME

ED 292 597

RC 016 552

Swanson, Linda L.; Butler, Margaret A.
Faces and Future of the Nonmetro Workforce.

PUB DATE- Aug 87

NOTE- 35p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Madison, WI, August 12, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Attainment; Educational Benefits; *Education Work Relationship; Futures (of Society); *Labor Force; Labor Supply; *Migration Patterns; *Regional Characteristics; *Rural Areas; Rural Development; Rural Economics; Rural to Urban Migration; Rural Urban Differences; *Young Adults

Due largely to outmigration of young people, the nonmetropolitan United States has a lower proportion of people in the prime working ages of 20-44 than do metropolitan areas. Discouraged workers and high levels of work-preventing disabilities have contributed to lower rates of nonmetropolitan labor force participation for each age group between 20 and 64 years of age. Nonmetropolitan residents, particularly in the South, are less educated--as indicated by higher high school drop out rates, fewer years of schooling among adults, and a lower proportion of college-educated adults. Of all the regions, the nonmetropolitan West had the highest percentage of people aged 25-34 and the lowest percentage of people aged 65 and older in 1986. The nonmetropolitan Midwest has the least advantageous age distribution: a low proportion of young adults of labor force age and a high proportion of elderly. Education needs to be a high priority in nonmetropolitan areas. While not a substitute for work experience or specific job-related training, education provides the flexibility and basic tools with which to learn new skills and adapt to changing situations. (NEC)

DOCUMENT RESUME

ED 292 610

SE 048 952

Grinnell, Frederick

The Scientific Attitude.

REPORT NO.- ISBN-0-8133-0539-X

PUB DATE- Nov 87

NOTE- 141p.

AVAILABLE FROM- Westview Press, 5500 Central Avenue, Boulder, CO 80301 (hard-cover--\$29.50; paper-back--ISBN-0-8133-0540-3--\$13.50).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Biology; *Biomedicine; *College Science; Doctoral
Dissertations; Doctoral Programs; *Educational Philosophy;
Financial Support; Graduate School Faculty; Graduate Study; Higher
Education; Politics; Professional Development; Religion; *Research
Design; Science Education; *Scientific Attitudes; Scientific
Enterprise; *Scientific Methodology; Technology

Science is many things to many people: a way of thinking and an activity of individuals in the laboratory; a highly structured institution that recruits, instructs, and regulates its members; and a sensitive, interactive, and integrated segment of modern culture and society. This book presents an introduction to these aspects of science from the viewpoint of a scientist. Using examples, primarily from the biomedical sciences, it provides a general introduction to science studies. Considerations include the methodology, attitude, process, institution, and social force of science. Sections include: "Making Observations"; "Experimental Design and Interpretation"; "Scientific Collectives: Transmission of the Thought Style"; "Scientific Collectives: Maintaining the Thought Style"; and "Science and the World." Among the topics covered in these sections are the concepts of life, the cell gestalt, graduate programs, laboratory research funding, secrecy, fraud, ethical issues, religion, politics, public policy, and human aspects of scientists. Concluding comments are made, and notes and references are detailed. (CW)

DOCUMENT RESUME

ED 292 625

SE 048 968

Babco, Eleanor L.

Salaries of Scientists, Engineers and Technicians. A Summary of Salary Surveys, Thirteenth Edition. Commission on Professionals in Science and Technology, Washington, DC.

PUB DATE- Oct 87

NOTE- 292p.; Some charts and small print may not reproduce well.

AVAILABLE FROM- Commission on Professionals in Science and Technology, 1500 Massachusetts Avenue, NW, Suite 831, Washington, DC 20005 (\$45.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- *College Graduates; *College Science; *Engineering; Engineering Education; Higher Education; Job Placement; Labor Market; Occupational Information; Occupations; Science Education; *Scientists; Statistical Data; *Statistical Surveys, *Technical Occupations

This publication reports starting salary data based on job offers made to graduating college students at all degree levels in selected curricula and graduate programs during the recruiting period of September 1986 to June 1987. Data were submitted by 164 placement offices at 143 participating colleges and universities in the United States. This report shows job offers down, but starting salaries up two to six percent over the previous year. The decrease was not spread evenly over all fields. The data show increased offers to humanities graduates, especially in merchandising and service industries. Decreases were shown mostly in engineering fields. The information provided is organized into sections including: (1) starting salaries of inexperienced graduates; (2) salaries of experienced scientific and technical personnel; (3) salaries of engineers; (4) salaries of technicians; (5) federal salaries; (6) faculty salaries; and (7) a bibliography of data sources. Included in this volume are 247 tables of data organized by rank, sex, position, status, race, region, institution, age, function, experience, specialty, and field. (CW)

DOCUMENT RESUME

ED 292 639

SE 048 987

Holbrook, Jack, Comp.; Chisman, Dennis, Comp.
Advances in Science and Technology Education. ICASE 1987 Yearbook.
International Council of Associations for Science Education.
PUB DATE- 87
NOTE- 90p.; For the ICASE Yearbook Number 2, see SE 048 986.
AVAILABLE FROM- ICASE Executive Secretary, Jack Holbrook, Department
of Professional Studies in Education, University of Hong Kong, Hong
Kong.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- College Science; *Educational Cooperation; *Educational
Philosophy; Elementary School Science; Elementary Secondary
Education; Foreign Countries; Higher Education; *International
Cooperation; *Science and Society; Science Education; *Secondary
School Science; Teacher Education; *Technological Advancement
This yearbook gathers together trends and advances in science and
technology education. The articles were reproduced by ICASE to give
a better insight into recent developments and to promote
international communication. Short accounts on the authors are
given to indicate their involvement in science and technology
education and the source of their article. Articles include:
"Science Education and the Quality of Life" (Dennis Chisman);
"Beyond Bangalore" (Peter Kelly); "The Place of Science in the K-12
Curriculum in Australian Schools--ASTA's Response and
Recommendations" (Australian Science Teachers Association);
"Purpose and Values in Science Education" (R. W. West); "Project
2061: Education for a Changing Future Phase I" (American
Association for the Advancement of Science); "Strategies for the
Provision of High Quality Teachers and Support Staff for the
Interrelated Teaching of Science, Technology and Mathematics" (Jack
Holbrook); "Science, Technology and Democratization" (Albert
Paulsen); "Science and Society in Perspective--a New Course for the
Danish Upper Secondary Schools" (Henry Nielsen & Poul Thomsen);
"Trends in Science and Technology Education" (Jack Holbrook). (CW)

ED 292 654

SE 049 004

*Koch, Helmut; And Others*User Friendly Research: An Interactive Computer Software System
Combining Teaching, Learning, Curriculum and Research.

PUB DATE- 88

NOTE- 20p.; Paper presented at the Annual Meeting of the National
Association for Research in Science Teaching (61st, Lake of the
Ozarks, MO, April 10-13, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive
(Program/Project Descriptions) (141) Speeches, Conference Papers,
"Papers Presented at..." (150)DESCRIPTORS- Computer Assisted Instruction; Computer Uses in
Education; *Courseware; *Earth Science; Educational Technology;
*School Business Relationship; *Science Curriculum; Science
Education; *Science Instruction; Secondary Education; *Secondary
School Science; Teaching Methods

IDENTIFIERS- *Science Education Research

This paper describes a joint research project between science educators and computer science software engineers. A computer software system based on cognitive learning theory was designed that was intended to be relevant to teaching, learning, curriculum development, and research in science education. The generic prototype software system was designed to serve three purposes: (1) to aid instructors and students of science in the construction of a meaningful knowledge base in a science discipline by means of concept mapping; (2) to serve as an intelligent, individualized, and interactive tutor for learning the concepts and conceptual relationships in a specified knowledge domain; and (3) to generate a database for subsequent analysis of, and research on, student misconceptions and how these might change through computer-based instruction. The database generated by the software program was designed to be used to guide subsequent construction, modification, or improvement of curricula. (TW)

the software can be used on, cost, remarks on the software's utility, and information source. (JDD)

ED 292 262

EC 202 044

Some Ideas for Wordprocessing in Special Education.
Suffolk County Board of Cooperative Educational Services 2,
Patchogue, N.Y.

PUB DATE- 15 Jan 87

NOTE- 24p.; Compiled by the BOCES II, Special Education Division,
Microcomputers Resource Center, Centereach, NY. Paper presented at
the National Council for Exceptional Children Conference on
Effective Utilization of Technology (2nd, Alexandria, VA, January
15, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Speeches, Conference Papers, "Papers
Presented at..." (150)

DESCRIPTORS- Computer Software; *Computer Uses in Education; Creativ
Writing; *Disabilities; Editing; Elementary Secondary Education;
Keyboarding (Data Entry); Learning Activities; Microcomputers;
Paragraph Composition; Sentences; *Teaching Methods; *Word
Processing; *Writing (Composition); *Writing Exercises

This guide provides a collection of ideas for word processing
activities that teachers have found to be useful in special
education classes. The guide begins with a list of 41 computer
skills, the grade levels at which the skills are usually introduced
(from kindergarten to secondary levels), and provides names of
commercial programs which may be useful in teaching the skills. The
list is cross-referenced to a subsequent section of activities.
Activities in the areas of keyboard familiarity, sentence writing,
paragraph and story writing, fun skills, editing, and creative
composition are briefly described. The guide concludes with a
directory containing descriptions and addresses of the commercial
word processing programs mentioned. (JDD)

ED 292 263

EC 202 045

evaluation); written scripts to guide consultants' verbal behavior during interviews or meetings; and outcome measures. The implementation process involves selecting schools, consultants, teachers, and pupils; training the consultants; assigning teachers and scripts to consultants; and developing specific procedures. Evaluative data show apparent inconsistency between teacher ratings and classroom observations, and three explanations for this are discussed. Future directions for the MAT project focus on strengthening project-related interventions by requiring use of contingency contracts and data-based monitoring procedures. (JDD)

ED 292 278

EC 202 061

Ward, James, Ed.; And Others

Educating Children with Special Needs in Regular Classrooms: An Australian Perspective.

Macquarie Univ., North Ryde (Australia).

REPORT NO. - ISBN-0-85837-598-2

PUB DATE- 87

NOTE- 234p.; Developed at the Special Education Centre.

AVAILABLE FROM- Macquarie University, Special Education Centre, Sydney, New South Wales 2109, Australia (\$22.50).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Behavior Modification; Classification; Classroom Techniques; Computer Assisted Instruction; Curriculum; *Disabilities; Educational History; Educational Objectives; Elementary Secondary Education; Foreign Countries; Handicap Identification; Handwriting; *Heterogeneous Grouping; Instructional Effectiveness; Intervention; Labeling (of Persons); *Mainstreaming; Mastery Learning; Mathematics Instruction; Reading Instruction; Resource Room Programs; *Special Education; Spelling Instruction; *Student Placement; Teacher Influence; *Teaching Methods; Transitional Programs; Writing Instruction

IDENTIFIERS- *Australia; Early Intervention

This set of papers deals with the integration and maintenance of disabled children in regular Australian classrooms and the mounting pressure on teachers to provide effective instruction for an increasingly broad range of ability groups. Part I is concerned with theoretical issues and research on the integration of children

secondary levels. (JW)

FL

ED 292 292

FL 017 193

Arnold, Nancy; And Others

Integrating Styles and Skills: An Approach to Lesson Planning for the
ESL Classroom.

Arlington County Public Schools, Va.; Center for Applied Linguistics
Washington, DC. Center for Language Education and Research.

SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.

PUB DATE- 87

NOTE- 24p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Classroom Techniques; *Cognitive Style; Communication
Skills; Daily Living Skills; *English (Second Language); *Lesson
Plans; Second Language Instruction; *Skill Development; Staff
Development

A guide to developing lesson plans for classroom instruction in
English as a second language (ESL) based on learning style theory.
draws on the experience of the Arlington County Schools (Virginia).
It begins by describing the theory of learning styles, their
applications, and the process of developing lesson plans by
"4matting," which postulates that there are four major styles of
learning and ensures that learners have an opportunity to learn in
the mode they prefer. The guide then gives a sample lesson plan
description and discusses Arlington's staff development activities
directed toward integrating the 4MAT model in the curriculum. The
guide concludes with six sample lesson plans on these topics:
learning about yourself, learning how to report emergencies in the
United States, planning for the future, comprehending a reading
section and applying it to everyday life, understanding the
similarities and differences in nature, and stimulating creative

NOTE- 51p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Black Dialects; *Blacks; Cognitive Development;
*Communication Disorders; *Cultural Traits; Evaluation Methods;
Information Sources; *Language Acquisition; *Language Tests;
Sociolinguistics; *Speech Improvement

A bibliography on Black Americans contains over 450 citations of articles, papers, monographs, and books in seven categories: culture (language and customs); normal speech and language acquisition (theoretical framework, mother-child interaction, language community, form, content, usage, cognitive development); sociolinguistics (issues, dialect features, code-switching, language community, attitudes, sign language dialects); communication disorders (incidence and definitions, orofacial anomalies, articulation disorders, fluency disorders, functional language disorders, neurological disorders of speech and language, voice disorders, hearing disorders, assessment, treatment); assessment (issues, test validity, reliability, and standardization, tests, nonstandard approaches, language assessment, hearing assessment, cognitive assessment, test environment, training); treatment (conceptual framework, issues, role of the speech-language pathologist, training, treatment approaches, issues in education, materials); and bibliographies. (MSE)

ED 292 310

FL 017 227

Langendoen, D. Terence, Ed.

Linguistics in the Undergraduate Curriculum: Final Report.

Linguistic Society of America, Washington, D.C.

SPONS. AGENCY- National Endowment for the Humanities (NFAH),
Washington, D.C.

PUB DATE- 28 Mar 88

NOTE- 1,076p.; For individual parts, see FL 017 228-248.

GRANT- EH-20558-85

LANGUAGE- English

EDRS Price - MF08/PC44 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Applied Linguistics; *College Curriculum; Correlation;
Course Organization; *Curriculum Design; Educational Objectives;
Experiential Learning; Foreign Countries; Higher Education;

ED 292 325

FL 017 242

Jackendoff, Ray

Some Thoughts on the Role of Linguistics in a Liberal Arts Education.

Linguistics in the Undergraduate Curriculum, Appendix 4-K.

Linguistic Society of America, Washington, D.C.

SPONS. AGENCY- National Endowment for the Humanities (NFAH),
Washington, D.C.

PUB DATE- Dec 87

NOTE- 6p.; In: Langendoen, D. Terence, Ed., Linguistics in the
Undergraduate Curriculum: Final Report; see FL 017 227.

GRANT- EH-20558-85

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal
Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *College Curriculum; Higher Education; *Humanistic
Education; *Liberal Arts; *Linguistics; *Relevance (Education);
Scientific Methodology; Undergraduate Study

There are several well-known arguments for including linguistics in
a liberal arts education. Linguistic theory can be presented as an
experimental science in which it is particularly easy to do
experiments. In addition, it is a field so new that, in an
introductory course, areas about which little is known can be
reached in some detail, with students themselves providing crucial
evidence. An argument that has received less attention is that
linguistics provides important evidence about human nature as
exemplified in language. When this approach is taken in the
classroom, the student gains a much greater respect for the
complexity and richness of the human mind and learns to question
the simple-minded views that underlie much contemporary
psychological, economic, and political reasoning. (MSE)

ED 292 326

FL 017 243

Freeman, Donald C.

Stylistics and Poetics. Linguistics in the Undergraduate Curriculum,
Appendix 4-L.

Linguistic Society of America, Washington, D.C.

SPONS. AGENCY- National Endowment for the Humanities (NFAH).

teachers and their students. (MSE)

ED 292 339

FL 017 256

Palma, Elvina L.; Myer, Bettye J.

Language Learning through Science Activities: Grade School (F.L.A.G.) and Immersion Settings.

PUB DATE- 88

NOTE- 12p.; In: Lalande, John F. II, Ed., Shaping the Future of Language Education: FLES, Articulation, and Proficiency. Report of Central States Conference on the Teaching of Foreign Language; see FL 017 249.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Class Activities; Classroom Techniques; *Curriculum Development; Elementary Education; *FLES; *Immersion Programs; Lesson Plans; *Science Activities; Science Instruction; Second Language Instruction; *Second Language Learning; *Second Language Programs; Vocabulary Development

IDENTIFIERS- Content Area Teaching

A discussion of the use of science activities as a technique for second language instruction focuses on its application in both immersion and more traditional pull-out programs in the elementary school. First, a rationale for the use of hands-on science experiences in grade school second language classes is presented, noting the value of the emphasis on content and evidence in the literature supporting the use of science activities for language development. Second, a four-step procedure for the introduction of vocabulary and structures that leads the learner carefully through the stages of listening comprehension to speech production is presented and illustrated in a lesson plan. Brief descriptions of viable options for science lessons and a list of print resources are also included. (MSE)

Cook, Kenneth William

Patientive Absolutive Verbal Morphology and Passive in Samoan.

PUB DATE- Dec 87

NOTE- 13p.; Paper presented at the Annual Meeting of the Linguistic Society of America (San Francisco, CA, December 27-30, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Language Research; Linguistic Theory; *Morphemes; *Morphology (Languages); *Samoan; *Suffixes; *Tenses (Grammar); Uncommonly Taught Languages; *Verbs

IDENTIFIERS- Passives; *Transitivity

A study of the Samoan "-cia" suffix is presented. It argues that, contrary to prevailing theory, Samoan does have an active/passive contrast but that it is indicated by a difference in word order rather than by verbal morphology. It is shown, however, that "-cia" is similar to a passive suffix in that passive involves the choice of a patient as subject, while "-cia" indicates the choice of a patient as absolutive. It is also proposed that "-cia" can not always be analyzed as a transitive suffix since, besides deriving transitive verbs, it also derives intransitive verbs. A brief historical explanation of why "-cia" appears in active as well as passive clauses is offered, based on passive-ergative reanalysis. (HSE)

ED 292 356

FL 017 273

Rochemont, M.; Culicover, P.

A Nonmovement Analysis of Extraposition from NP.

PUB DATE- Dec 87

NOTE- 26p.; Paper presented at the Annual Meeting of the Linguistic Society of America (San Francisco, CA, December 27-30, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *English; Linguistic Theory; *Phrase Structure; Semantics; *Sentence Structure; Structural Analysis (Linguistics); Transformational Generative Grammar

An analysis of English sentences containing noun phrases (NPs) with

Callan). Two appendices are provided: a policy on televised instruction adopted by the Coordinating Board of the Texas College and University System, and a description of Project ALLTEL (Assessing Long Distance Learning Via Telecommunications) and its recommendations. (KM)

ED 292 369

HE 021 216

Wilson, Brian G., Ed.; Byrne, Eileen M., Ed.

Women in the University: A Policy Report. Report of the University of Queensland Senate Working Party on the Status of Women.

PUB DATE- 87

NOTE- 227p.

AVAILABLE FROM- University of Queensland Press, 250 Commercial St., Manchester, NH 03101 (\$10.95).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Administrative Change; Clerical Workers; College Faculty; *Employed Women; *Employee Attitudes; Faculty Promotion; Faculty Recruitment; Foreign Countries; Higher Education; Labor Turnover; Professional Personnel; Service Workers; Sex Bias; *Sex Discrimination; Sex Fairness; Sexual Harassment; Surveys; *Teacher Attitudes; Universities; *Women Faculty

IDENTIFIERS- *Australia (Queensland)

A survey of all staff of the University of Queensland was conducted to gather: information on the participation of women in the university, particularly with regard to structural barriers and direct or indirect discriminatory practices that disadvantage women more than men; and information on opinions regarding the standing of women in the university. Four varieties of a questionnaire were sent to four groupings of university employees: academic staff, other research staff, general staff, and maintenance and service staff. Of the sample of 3,633 persons, 2,744 questionnaires were returned, representing a 75% response rate. Survey results and recommendations to the university based on the findings are presented in the following sections: (1) "Scope, Methodology and Staff Survey"; (2) "Concepts and Definitions"; (3) "Attitudes--the Social Climate of the University"; (4) "Demography--Staff and Students in the University"; (5) "Women in Decision-Making Structures"; (6) "General Staff"; (7) "Academic and Research Staff"; (8) "Indirect Barriers--the Dual Role, Child Care Conditions of Service"; (9) "Women's Studies, Sexism in Teaching

Malaney, Gary D.

A Decade of Research on Graduate Students: A Review of the Literature in Academic Journals. ASHE Annual Meeting Paper.

PUB DATE- Nov 87

NOTE- 43p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; Academic Persistence; College Admission; College Choice; Doctoral Degrees; Educational Research; Education Work Relationship; Grade Prediction; *Graduate Students; Higher Education; *Institutional Research; Masters Degrees; Predictive Measurement; Research Projects; Sex Differences; Specialization; Student Attitudes; *Student Characteristics; Student Financial Aid; Student Recruitment

IDENTIFIERS- *ASHE Annual Meeting

The research on graduate students that has appeared in 20 academic journals since 1976 is reviewed. Ninety-four articles are classified into topic areas, and representative articles of each area are discussed. The research designs of the 94 research studies are considered with attention to: the level of students (master's or doctoral); whether single or multiple fields of study were examined; and whether single or multiple colleges were studied. Problems associated with research on graduate students are addressed, along with directions for future research. The most popular area of research has been the area of matriculation, which includes recruitment, admissions, decision to pursue advanced study and selection of college/field of study, financial aid, and student characteristics/expectations. Over a fourth of the articles fall into this category. The second most popular area has been the prediction of student performance. Other topics include: attrition and retention; gender differences in matriculation, sexual harassment, and employment; graduate assistants; standardized tests; careers and employment of graduates; minority graduate students; students' stress and anxiety; and the impact of marriage and family on graduate students. An 83-item reference list is included. (SW)

members' first loyalty is to their college and only secondarily to the university. Views about the Ministry of Education were also elicited, revealing that a reform movement headed by it would probably be resisted by many. (SW)

ED 292 397

HE 021 261

Eveslage, Sonja A.; And Others

Faculty Perceptions of Their Career-Helping Relationships. ASHE Annual Meeting Paper.

SPONS. AGENCY- American Association of Univ. Professors, Washington, D.C.

PUB DATE- 22 Nov 87

NOTE- 22p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Faculty; *Helping Relationship; Higher Education; *Interprofessional Relationship; Males; *Mentors; *Professional Development; Public Colleges; Sex Differences; *Teacher Attitudes; Women Faculty

IDENTIFIERS- *ASHE Annual Meeting

People and relationships that have helped faculty to develop their careers were studied, along with the impact of these relationships on faculty careers. Successful faculty were asked to: identify their career helpers, assess the relative impact of various career helping relationships on their professional identities, and describe the contributions of the identified career helpers to the individual. The effects of gender, rank, discipline, and type of employing institution on career-helping relationships were also explored. The sample consisted of 54 tenured or tenure-accruing faculty members at three types of state-supported institutions: undergraduate institution of about 15,000 students; doctoral-granting institution enrolling about 24,000 students; and a top-ranked research university with more than 36,000 students. A woman from each of three professional ranks and broad disciplinary categories (natural sciences, social sciences, and humanities) was matched with a man of similar rank, discipline, and source of terminal degree. Gender differences in career helpers are identified, along with contributions of career helpers, including

current campus policies or practices. Included are 15 references.
(SW)

ED 292 411

HE 021 277

Chait, Richard; Taylor, Barbara

Evaluating Boards of Trustees: In Theory and in Practice. ASHE Annual Meeting Paper.

PUB DATE- 24 Nov 87

NOTE- 27p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Responsibility; *College Administration; College Buildings; College Planning; Evaluation Criteria; Financial Policy; Governance; *Governing Boards; Higher Education; Institutional Mission; Money Management; *Self Evaluation (Concepts); Teacher Administrator Relationship; *Trustees

IDENTIFIERS- *ASHE Annual Meeting

The efficacy of self-study by governing boards in higher education was examined, along with other approaches to board evaluation. Data were obtained from self-study efforts of the Association of Governing Boards of Universities and Colleges' (AGB). The following criteria were used: institutional mission and policy, institutional planning, physical plant, financial support and management, board membership, board organization, board/chief executive relations, and board/faculty relations. The efficacy of self-evaluation was evaluated by studying trustee responses to an AGB evaluation instrument. Of concern was whether trustees tended to rate their board's performance differently or similarly on the eight criteria. For each criterion, the extent to which trustee assessments varied across 61 institutions was also examined. It is concluded that too often trustees bypass the stages of organizational conceptualization and definitions of performance and move directly to evaluation. There is little effort to articulate a common or dominant view of the college as an organization. Included are 15 references. (SW)

ED 292 425

HE 021 310

Yocom, Dorothy Jean

Affirmative Action in Higher Education.

PUB DATE- 88

NOTE- 18p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Affirmative Action; College Faculty; Colleges; Court Litigation; *Employment Practices; *Equal Opportunities (Jobs); Federal Legislation; *Higher Education; Racial Discrimination; Sex Discrimination; Universities

The current status of affirmative action on the college campus is examined. Following a definition of affirmative action, the history of and social influences on affirmative action are discussed, focusing on the actions of the executive and legislative branches of the Federal government and on court litigation that has tested and refined the concepts involved in affirmative action. The disparate-treatment method of redress under Title VII is discussed in terms of court cases against colleges, universities and other employers. Research on affirmative action in higher education, which deals primarily with student and administrator attitudes, is also reviewed. It is felt that higher education bears a responsibility to provide moral and intellectual leadership in matters of social justice such as affirmative action. A list of 27 references is included. (KM)

ED 292 426

HE 021 311

Financial Management: Overall Plan Needed To Guide System

Improvements at Education. United States General Accounting Office

Report to the Secretary of Education.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO/AFMD-88-15

PUB DATE- Dec 87

NOTE- 60p.

IR

ED 292 439

IR 013 137

Computers in Education. Inventory of Training Institutions, Publications, Societies in Asia and the Pacific: Australia, Bangladesh, China, Fiji, Hong Kong, India, Malaysia, New Zealand, Papua New Guinea, Philippines, Republic of Korea, Singapore, Sri Lanka, Thailand.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 86

NOTE- 196p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Computer Literacy; *Computer Science Education; Computer Uses in Education; Developed Nations; Developing Nations; Educational Technology; *Inservice Teacher Education; *Professional Associations; Professional Education; *Publications

IDENTIFIERS- *Asia; *Pacific Region

This directory provides a listing of computer training institutions, computer associations, and computer publications in 14 nations of Asia and the Pacific Region. The listing of 70 training institutions provides contact information and details on programs, research, and major innovations for each institution. The listing of 15 computer publications includes contact information and a description of the publication, as well as recent and recommended articles about computer uses in education. The listing of five computer associations gives contact information and a description of each association's purposes, programs, membership qualifications, and available scholarships. (EW)

ED 292 440

IR 013 191

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Change Agents; *College Faculty; *College Instruction;
*Faculty Development; Higher Education; *Instructional Development;
*Instructional Improvement; Student Role

This chapter examines several aspects of the instructional development (ID) process as it occurs in higher education, and presents arguments: (1) in favor of using students in various aspects of the instructional development process; (2) in favor of "shotgunning" rather than taking on only large projects; and (3) against confusing instructional development with faculty development. Many of the well-established assumptions currently governing ID in higher education are questioned, and it is argued that reaching a consensus on the issues of instructional development is not as important as each instructional development program establishing its own priorities and enhancing its own public image. Finally, it is concluded that the nature of the impact of instructional development is not yet known, but that it will be determined by the issues examined in this chapter. A 15-item bibliography is provided. (Author/EW)

ED 292 456

IR 013 208

Bass, Ronald K.; And Others

Instructional Development: The State of the Art. Chapter 13.

PUB DATE- 78

NOTE- 17p.; In: Instructional Development: The State of the Art.

Volume I, 1978; See IR 013 196. For chapter 5, see ED 144 587.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Change Agents; *Educational Change; *Educational Technology; *Instructional Development; *Instructional Improvement; Professional Development; State of the Art Reviews

IDENTIFIERS- *Association for Educational Communications Tech

This discussion of the current state of the art in the field of instructional development includes an integration of the points made by the authors of Chapters 1-12 in the book, "Instructional Development: The State of the Art, Volume I," together with additional material. A discussion of professional organizations, journals, and training programs is presented, and a list of instructional materials for preparatory programs is provided. The

Smart, Patricia

The Secondary School Library: Dukedom Large Enough?
New Zealand Council for Educational Research, Wellington.

REPORT NO. - ISBN-0-908567-40-5

PUB DATE- 85

NOTE- 89p.; Studies in Education No. 38. Photographs will reproduce marginally.

AVAILABLE FROM- New Zealand Council for Educational Research, P.O. Box 3237, Wellington, New Zealand (NZ \$15.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Research/Technical (143)

DESCRIPTORS- Foreign Countries; Library Facilities; Library Instruction; *Library Personnel; *Library Role; *Library Skills; *School Libraries; School Surveys; Secondary Education; Secondary School Students; Secondary School Teachers; *User Needs (Information)

IDENTIFIERS- *New Zealand

Nine secondary school libraries in New Zealand were examined to determine how often and how well students and teachers were using the library resources available to them. Both teachers and students were surveyed concerning their use of the library, the library skills they thought to be important, and their perceptions of the function of the librarian, library assistant, or teacher in the library. Based on the survey results and personal observations, it is concluded that school libraries in New Zealand suffer from the fact that many of them are being run by library assistants without professional training or teacher-librarians whose time is limited by other obligations. Suggestions for improvement include greater emphasis on inservice training for both teachers and library assistants, a shift in emphasis from the library as a teaching space to the library as a resource center, promotion of reading for pleasure and the development of reading lists and displays, and more supervision of library assistants in individual school libraries. The text is supplemented by photographs and tables, and two appendices detail the main characteristics of each library, including library staff and collections, and a summary of the students' responses to the questionnaire. A 26-item select bibliography is provided as well as 15 references. (EW)

Institutional Research at the Community College," by Diane Zwemer.
(UCM)

ED 292 485

JC 880 095

Brawer, Florence B.

Community College Students in the Fine and Performing Arts. ERIC
Digest.

ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.

SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.

REPORT NO.- EDO-JC-88-1

PUB DATE- Jan 88

NOTE- 6p.

CONTRACT- RI-88-062002

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Information
Analysis/State-of-the-Art Materials - ERIC Information Analysis
Products (071)

DESCRIPTORS- Age; College Curriculum; Community Colleges; Courses;
*Fine Arts; *Majors (Students); Minority Groups; *Occupational
Aspiration; *Student Characteristics; Student Educational
Objectives; Student Motivation; *Theater Arts; Two Year Colleges;
*Two Year College Students

IDENTIFIERS- *ERIC Digests

The fine and performing arts have long been a part of the two-year college curriculum, though the organizational structures of the colleges have afforded these courses limited visibility and widely varying roles within the curriculum. In 1987, a study was conducted by the Center for the Study of Community Colleges to determine the goals and characteristics of the students who participate in the fine and performing arts at community colleges. Study findings, based on responses from 1,079 students, included the following: (1) half of the arts students were aged 21 or younger; (2) 38% were employed for more than 20 hours per week; (3) 7.1% of the students were Hispanic, 4.0% were Black, and 3.3% were Asian; (4) 52% of the students were attending the community college "to prepare for transfer," 18% "to gain skills necessary to enter a new occupation," and 22% "to satisfy a personal interest"; (5) in comparison to a national sample of students taking all types of courses, the arts students were younger, more likely to be attending college to prepare for transfer or for their own personal

NOTE- 9p.; Paper distributed in conjunction with the American Association of Community and Junior Colleges' National Teleconference, "Institutional Effectiveness," as part of the "Student Outcomes/Student Success Teleconference Workbook" (4th, Washington, DC, March 24, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Case Studies; College Transfer Students; Community Colleges; *Educational Assessment; Followup Studies; *Institutional Research; *Outcomes of Education; *Research Methodology; *Research Needs; *Self Evaluation (Groups); Student Attrition; Student Educational Objectives; Two Year Colleges; Two Year College Students; Vocational Followup

The information that is currently collected on the nation's postsecondary institutions focuses primarily on quantity, addressing the need for descriptive information on students, faculty, and finances. This type of research, though necessary, is not sufficient for an understanding of the broader accountability issues emerging in the 1980's. Available data, when they do provide indices of student flow and outcomes, may grossly underestimate the institutional effectiveness of community, technical, and junior colleges. Many community colleges are attempting to gain a better understanding of their students by assessing: student educational objectives; the causes of student attrition and the extent to which it signifies student failure; and occupational and transfer outcomes. Sample research efforts in these four areas are briefly described in this review, including: (1) studies to determine student goals and intentions conducted at Glendale Community College (Glendale, Arizona) and Vista College (Berkeley, California); (2) follow-up studies of college dropouts conducted in the Los Rios Community College District (Sacramento, California) and at Butler County Community College (Butler, Pennsylvania) designed to disaggregate those who attained their goals from those who did not; (3) vocational follow-up research conducted at William Rainey Harper College (Palatine, Illinois) to determine vocational students' job attainment and the economic "rate of return" on vocational studies; and (4) transfer outcome assessments conducted in the San Mateo County Community College District (San Mateo, California) and at Piedmont Virginia Community College (Charlottesville, Virginia). (EJV)

college entry-level test to identify at-risk students; and (3) colleges should reinforce essential skills throughout the curriculum rather than in English and mathematics courses alone. CLAST skill statements, codes, and test specifications and the consultants' report are appended. (UCM)

ED 292 513

JC 880 148

A Study of the Courses, Programs and Facilities at the Okaloosa-Walton Junior College/University of West Florida Joint Center in Fort Walton Beach. Report and Recommendations of the Postsecondary Education Planning Commission, 1987. Report 9. Florida State Postsecondary Education Planning Commission, Tallahassee.

PUB DATE- 10 Sep 87

NOTE- 115p.; Prepared in response to Specific Appropriation 537A of the 1987 General Appropriations Act. Some tables contain very small print.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Community Colleges; *Cooperative Planning; *Demography; *Educational Needs; *Facility Planning; Facility Utilization Research; Higher Education; Intercollegiate Cooperation; Multicampus Colleges; Needs Assessment; *Off Campus Facilities; *Shared Facilities; Space Utilization; State Universities; Two Year Colleges

In 1987, a task force was convened to determine the need for further expansion of the Okaloosa-Walton Junior College/University of West Florida (OWJC/UWF) Joint Center, and, if warranted, to select a permanent site for the facility. The task force undertook a study involving: (1) collection of demographic data on the Greater Fort Walton Beach area and institutional data from OWJC and UWF; (2) a review of previous studies, surveys, informational materials, and institutional reports; (3) on-site visits to the center, OWJC, and UWF to interview administrators and staff; (4) an analysis of educational needs assessment data prepared by the Greater Fort Walton Beach Chamber of Commerce in cooperation with the two institutions; (5) a review of the educational needs of the military bases in the area; (6) an examination of the involvement of independent colleges; and (7) participation by the Office of Educational Facilities. The study revealed that, since the

child care, computer operations, and data entry, though nearly 50% of the programs selected were from the "Personal Care" category; and (7) problems related to child care and transportation were the major barriers to class attendance. The survey instrument and response data are included. (UCM)

ED 292 527

JC 880 170

Lindemann, William H., Jr.; And Others

Student Success: The Common Goal. Integrating Student Services within the Community College.

American Coll. Testing Program, Iowa City, Iowa. National Center for the Advancement of Educational Practices.

PUB DATE- 87

NOTE- 112p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College Admission; College Programs; Community Colleges;

Delivery Systems; Demonstration Programs; Educational Counseling;

*Management Information Systems; Models; Program Development;

Public Relations; School Orientation; School Registration; *Self

Evaluation (Groups); *Student Personnel Services; *Student

Personnel Workers; *Student Recruitment; Two Year Colleges

IDENTIFIERS- *Central Oregon Community College

The Educational Services Process Model described in this guide is made up of six interactive and interdependent elements functionally related to the common goal of student success. After part I traces the evolution of student services in the community college, part II presents 10 assumptions for planning, highlighting the need for staff involvement; clear definitions, policies, and procedures; a "customer service" approach to college clientele; comprehensive staff development; encouragement of model programs; and the integration of technology to improve the delivery of student services. Part III presents a model to help community colleges develop an integrated student services program made up of six components: (1) an institutional information system to keep track of enrollments, inquiries and admissions, community population data, student progress, retention, community and student needs, and institutional effectiveness; (2) a student outreach and contact plan, which emphasizes community relations as well as student recruitment; (3) an inquiry/admit system that ensures potential

concludes the report. (SKC)

ED 292 541

PS 017 174

Infancy to Adolescence: Opportunities for Success. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session. Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 28 Apr 88

NOTE- 153p.; Portions contain small print.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 552-070-03554-1, \$4.50).

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Adolescent Development; *Adolescents; Birth; Child Development; *Children; Early Childhood Education; Early Parenthood; Educational Opportunities; Family Environment; Family Influence; Health; Hearings; *High Risk Persons; Infants; Models; Parent Child Relationship; Poverty; *Prevention; *Program Effectiveness; *Quality of Life

IDENTIFIERS- Congress 100th; Psychosocial Development

The main purpose of the hearing reported in this document was to expand the knowledge of the Select Committee on Children, Youth, and Families concerning early intervention at several critical points during infancy, early childhood and early and later adolescence. Six distinguished researchers in child development gave testimony at the hearings and also submitted prepared statements. The focus of the testimony was to present state-of-the-art findings about how to prevent damage to children and how to ensure their well being. The research experts testified on those areas where consensus of research is clear, and where public policy should reflect that consensus. They also pointed out issues regarding childhood and adolescence that require further research before a consensus can be reached. Findings of a recent study which compared the U.S. record on infant mortality and morbidity and preventive measures with the record of 10 Western European countries are included, as are the findings of the American Psychological Association's Task Force on Promotion, Prevention and Intervention Alternatives whose mission was to identify successful prevention models and programs where evidence

Papousek, Mechthild

Melodies in Motherese in Tonal and Nontonal Languages: Mandarin

Chinese, Caucasian American, and German.

Max-Planck-Inst. for Psychological Research, Munich (West Germany).;

National Inst. of Child Health and Human Development (NIH),

Bethesda, Md.

PUB DATE- Jul 87

NOTE- 12p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (9th, Tokyo, Japan, July 12-16, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)

DESCRIPTORS- Biological Influences; Cross Cultural Studies; English; German; *Infants; *Language Patterns; *Language Universals; Mandarin Chinese; Parent Child Relationship; *Parents; Tone Languages; *Verbal Communication; Whites

IDENTIFIERS- Chinese People; Germans; Melody; *Motherese

In a comparison of the melodies in the speech of Mandarin Chinese and Caucasian American mothers, striking similarities were found: (1) in the overall distribution and average structure of melodic contours; (2) in close contextual links to given forms of intuitive parental care; and (3) in a tendency to neglect lexical tones in favor of pitch modulation. These findings strongly support the notion of a cross-cultural universality of maternal melodies, and indicate a primary biological determination. At the same time, significant differences were found with regard to the extent of speech adjustments. Chinese mothers raised their overall pitch less and expanded pitch excursions less than did American mothers. This finding reflects certain constraints on pitch modulation which may be explained linguistically and culturally. Chinese mothers compensated for such constraints through a high proportion of unconstrained modeling sounds. (PCB)

ED 292 570

PS 017 249

Schrader, Carol Taylor

Symbolic Play as a Curricular Tool for Early Literacy Development.

PUB DATE- 88

NOTE- 79p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Early Childhood Education; *Learning Centers (Classroom); *Literacy; *Play; *Preschool Children; Preschool Education; Teacher Education; *Teacher Role; *Teaching Methods; Writing Readiness

IDENTIFIERS- *Symbolic Play; Vygotsky (Lev S)

This study demonstrates that symbolic play has merit as a curricular tool for early literacy development. Naturalistic observation of four prekindergarten teachers and their classes revealed ways in which teachers can facilitate early literacy development by functioning as participants within the context of young children's spontaneous symbolic play. Children participating in the study were midwestern, middle-class, mainly white preschoolers between 3 and 5 years of age. In-service training to further teachers' understanding of natural literacy development preceded data collection. During a 2-week period, data were gathered for 30-minute periods for 8 days, primarily by means of videotaping and audiotaping of children's symbolic play in play centers used in the classrooms. Primary data were supplemented with teachers' recorded observations and children's written language products. Analysis of teaching-learning episodes was based on Vygotsky's theory of the zone of proximal development. Each teacher's behaviors were classified as either extending or redirecting. The teachers evinced extending and redirecting interaction styles, but to different degrees. All four teachers used considerably more extending than redirecting interaction. Findings supported Vygotsky's theory and suggested pedagogical implications for early childhood teachers and teacher educators. Examples of children's functional writing are included and approximately 70 references are cited. (RH)

ED 292 584

PS 017 273

Farmer, Deneita Jo

Increasing Positive Mother/Baby Relationships through Play.

PUB DATE- 88

NOTE- 110p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Compensatory Education; *Competence; Home Visits;
Individual Development; *Infants; *Parent Child Relationship;
Parent Education; *Parents; Play; *Self Esteem; *Toddlers;
Workshops

IDENTIFIERS- Parent Resources; *Project Head Start

This practicum was designed in response to the observation that very young children who accompanied Head Start parents assisting in Head Start classrooms were observed to be either extremely withdrawn or extremely active. The practicum was implemented to improve the relationships of parents and their infants and toddlers. Practicum goals were to provide parents with opportunities to increase: (1) parenting competencies; (2) knowledge of infant and toddler development; (3) knowledge of parent education resources; and (4) feelings of self-esteem. To attain these goals, six informational workshops, six mother-baby play sessions, and home visits were conducted. In addition, a booklet describing activities for mothers and their babies was developed. Evaluation data showed that 18 of 22 parents participating in at least one component of the practicum indicated an increase in self-esteem and in their knowledge of the value of high quality play and infant-toddler development. Furthermore, observations indicated that mothers participating in home visits had increased the quality of play interactions with their babies. Related materials, including the activity booklet, are appended. (RH)

ED 292 585

PS 017 274

Foster, Judith L.

Increasing Motivation in Fourth, Fifth, and Sixth Graders through Staff Development Emphasizing Positive Classroom Techniques.

Garcia-Ayvens, Francisco, Comp.

Ethnic Orange County: An Ethnic Resources Directory. 3rd Edition.

Santiago Library System, Orange, CA.

SPONS. AGENCY- California State Dept. of Education, Sacramento.

PUB DATE- 87

NOTE- 100p.

AVAILABLE FROM- Santiago Library System, 431 City Drive South,
Orange, CA 92668.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *Agency Role; American Indians; *Asian Americans;
*Blacks; Community Information Services; Community Resources;
County Programs; Cultural Education; Economic Development; Ethnic
Groups; *Hispanic Americans; Newspapers; Nonprofit Organizations;
*Outreach Programs; Public Libraries; Quality of Life; Reading
Materials; Reference Services; Socialization; *Social Services;
Vietnamese People

IDENTIFIERS- *California (Orange County)

Designed to assist libraries and other agencies in their efforts to provide current referral services to local groups and agencies serving minority populations, this directory reflects the diverse nature of Orange County's population and identifies resources to help support their basic needs. Limited to the four largest minority groups (Asian Americans, Blacks, Hispanics and Native Americans), the directory includes 102 respondents to a questionnaire mailed to over 190 groups identified as serving the needs of Orange County (California). National and regional groups located within the County lines and serving the cultural, educational, social, political, and economic needs of discrete minority communities, are included. Profit-seeking, commercial ventures have been excluded. Agency/organization information includes: name, address, telephone, contact person, description, county areas served, numbers served/number of members, fees for services/membership dues, languages available, year founded, funding source, chief officer and title, and publications available. Indexes include alphabetical listings of contact persons, languages available other than English, services type, and organizations not responding. Lists of ethnic library collections with holdings over 100 books in a particular language, and ethnic newspapers published in Orange County are also included. (JMH)

ED 292 611

SE 048 953

Division of Science Resources Studies. Project Summaries: FY 1987.
National Science Foundation, Washington, D.C. Directorate for
Scientific, Technological and International Affairs.

REPORT NO.- NSF-87-315

PUB DATE- 87

NOTE- 81p.

AVAILABLE FROM- National Science Foundation, Forms & Publications
Unit, 1800 G Street, NW, Room 232, Washington, DC 20550 (free while
supply lasts).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College Programs; *College Science; Federal Aid;

*Federal Programs; Foreign Countries; Higher Education;

*International Programs; National Programs; Program Administration;

*Program Budgeting; *Program Content; *Program Descriptions;

Science and Society; Science Education; Science Programs; Special

Programs; Technology

This publication was produced in response to a perceived need for a compact reference volume that permits a rapid overview of all the projects carried out by the Division of Science Resources Studies of the National Science Foundation. It was designed to furnish sufficient information on project objectives, methods, results, and references to facilitate user identification of projects for further investigation. Included are: (1) sections on the availability of publications; (2) an overview of science and technology resources; (3) the characteristics, education, and employment of human resources; (4) financial resources from the government, industry, and higher education; (5) outputs and impacts; and (6) international science and technology. Appendices include "Principal Investigators"; "Intramural Publications, 1977-87"; and "Extramural Publications, 1977-87." This document provides a summary of 67 projects in the United States and abroad. (CW)

ED 292 612

SE 048 954

Yager, Robert E.

Assessing the Impact of the Iowa Honors Workshop on Science Teachers and Students. A Final Report for NSF. With Appendices.

Iowa Univ., Iowa City. Science Education Center.

SPONS. AGENCY- National Science Foundation, Washington, D.C.

PUB DATE- 88

NOTE- 567p.

GRANT- TEI-8317395

LANGUAGE- English

EDRS Price - MF02/PC23 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Curriculum Development; *Elementary School Science; Elementary Secondary Education; *Exceptional Persons; *Gifted; *Science Curriculum; Science Education; *Science Teachers; *Secondary School Science; Student Attitudes; Teacher Characteristics; Teacher Workshops

This report focuses on the proposals, materials, programs produced, and the results that occur when new teachers and their students become involved with exemplary science materials and with teachers judged to be exemplary. This project enrolled exceptional teachers who could work together in class groups with some common purpose as to science approach or with some purpose peculiar to specific K-12 grade levels. The teachers conducted inservice workshops, wrote articles, prepared curricula, made presentations to organizations, served on committees and as officers in professional societies, and became involved with improvement efforts such as proposals for funding. This report provides general summaries regarding in-school assessment with science, technology and society (STS) initiatives and information from video tapes of teachers prior to and following workshop experience. For each section, generalities and summaries are provided. A separately bound appendix lists participants, a sample of participant products, a sample of feedback questionnaires, newsletters, manuscripts, and STS assessment instruments. In general the results indicated that this project was successful in equipping exemplary teachers with materials and alliances for developing workshops and communication skills. (CW)

ED 292 640

SE 048 988

1988 Directory of Student Science Training Programs for High Ability
Precollege Students.

PUB DATE- 87

NOTE- 65p.

AVAILABLE FROM- Science Service, Inc., 1719 N Street, NW, Washington,
DC 20036 (\$1.00; quantity prices upon request).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- *College School Cooperation; *Gifted; High Schools;
*School Community Programs; Science Curriculum; Science Education;
*Science Instruction; Science Laboratories; *Secondary School
Science; *Summer Science Programs

This directory lists institutions, state-by-state, that are
conducting student science training programs in 1988. The directory
is intended to help interested students find programs which will
contribute to their academic development. Student science training
programs are designed to provide talented high school students with
educational opportunities in science, engineering, and mathematics
beyond those normally available in courses or laboratory work in
the students' schools. The primary means of accomplishing this is
by bringing outstanding students into contact with the
instructional staff, research personnel, and general resources of
colleges, universities, and research institutions (private,
industrial, and governmental). The programs are offered at
different times, including summer, through the academic year. Three
types of programs are described: (1) Research programs (involve
students as junior associates of a research team or as principal
investigators on a problem of appropriate difficulty, under the
direct supervision of an experienced research scientist; (2)
Courses (provide students with academic experiences not available
in their schools for some reason--too high level, too few students
interested, lack of qualified teachers, budget, etc.); and (3)
Research/courses (provide course instruction in combination with
offering students the opportunity to do some sort of research). (TW)

ED 292 641

SE 048 989

Ellis, James D.; Kuerbis, Paul J.

A Model for Implementing Microcomputers in Science Teaching.

SPONS. AGENCY- National Science Foundation, Washington, D.C.

PUB DATE- 88

NOTE- 51p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).

GRANT- NSF-MDR-8470061

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Computer Assisted Instruction; *Computer Uses in Education; Educational Technology; *Microcomputers; Models; Science Education; *Science Instruction; *Science Teachers; Secondary Education; *Secondary School Science

IDENTIFIERS- Concerns Based Adoption Model; Stages of Concern Questionnaire

The Biological Sciences Curriculum Study (BSCS), with support from the National Science Foundation, is conducting a three-year project to develop a model for implementing educational computing in school science. This paper explains the tentative model in detail and presents the results of a pilot test of the model, which project staff conducted during the first year of the project. The goals for the project are: (1) to develop and test a model of implementing educational computing in school science; (2) to train 260 science teachers and administrators in the Pikes Peak region of Colorado to use microcomputers to enhance science learning and teaching; (3) to establish a network in the Pikes Peak region to implement educational computing in school science; and (4) to disseminate a model of implementation for educational computing in school science. The project met its first year objectives and was successful at increasing science teachers' use of microcomputers. Project staff defined and measured implementation according to the Concerns Based Adoption Model (CBAM). Results from pre- and posttests using the Stages of Concern Questionnaire from CBAM indicated that the participants changed from a profile typical of non-users of an innovation toward one typical of users. Project staff developed an Innovation Configuration checklist to describe participants' use of microcomputers. Most of the participants were using microcomputers in several ways by the end of the year. Appendixes include the Microcomputer Use in Science Teaching checklist and the Stages of Concern Questionnaire. A 41-item

Baladerian, Nora J.; And Others

Survivor: For People with Developmental Disabilities, Who Have Been Sexually Assaulted. Booklet 1: For Those Who Read Best with Few Words. Special Edition.

Los Angeles Commission on Assaults Against Women, CA.

SPONS. AGENCY- California Communication Foundation, Los Angeles, CA.

PUB DATE- 86

NOTE- 74p.; The Hoffman Foundation also provided funds. For booklet 3, see EC 202 046.

AVAILABLE FROM- Los Angeles Commission on Assaults Against Women, 534 North Fairfax Ave., Los Angeles, CA 90036 (free).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Coping; Counseling; *Crisis Intervention; Daily Living Skills; *Developmental Disabilities; *Emotional Adjustment; Human Body; Intervention; Prevention; Psychotherapy; *Rape; Safety; *Sexual Abuse; Training Methods; *Victims of Crime

IDENTIFIERS- California (Los Angeles)

This is the first in a series of booklets written for developmentally disabled people who have been sexually assaulted. This initial booklet is designed for people who understand best with few words and who will read the booklet with a care-provider. Using large print, simple words, and numerous illustrations, the guide illustrates and names private body parts and explains what good and bad touches are. Assault is defined as a bad touch and rape as a very bad assault. Guidelines explain what to do in the event of an assault, when it is appropriate to go to the hospital or call the police, and how the victim may be involved in court proceedings. The booklet emphasizes that the victim did not do anything wrong and is a survivor who can work through the bad feelings and can learn to feel safe again. The booklet concludes with a list of telephone numbers to call for help in the Los Angeles area. (JDD)

ED 292 264

EC 202 046

Baladerian, Nora J.; And Others

Survivor: For People with Developmental Disabilities, Who Have Been Sexually Assaulted. Booklet III: For Family Members, Advocates and

with special learning needs. It begins with a discussion of the classification and labeling of children and an historical overview of Australian integration. Following chapters address: theoretical and practical aspects of early intervention, problems associated with finding suitable placement for children experiencing early learning difficulties, and the impact of teachers influence on the placement and education of high-risk children in regular classrooms. Part II addresses curriculum and management issues, with papers that demonstrate the value of a structured teaching program by incorporating precise definition of teaching objectives and a mastery-learning procedure. The papers review research in the area of reading; describe methods for teaching spelling, handwriting, and basic mathematics; outline computer applications; provide guidelines for managing inappropriate behavior; document correspondence between a first-year resource teacher and her former lecturer on selection of a reading model for a primary school; and discuss preparation of older children for the post-school period. (JDD)

ED 292 279

EC 202 062

Sobsey, Dick

Using Transitions in Program Planning: A Practical Approach.

PUB DATE- Sep 87

NOTE- 8p.; Paper presented at the American Association on Mental Deficiency Region IV Conference (Edmonton, Alberta, Canada, September 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adaptive Behavior (of Disabled); *Adjustment (to Environment); *Curriculum; Developmental Stages; *Disabilities; *Ecology; Elementary Secondary Education; *Individual Development; Individualized Education Programs; Mainstreaming; Models; Normalization (Handicapped); Program Development; Special Education; Student Educational Objectives; Teaching Methods
IDENTIFIERS- Ecological Assessment; *Ecological Paradigm; *Transitional Activities

Several models have been developed to aid in selecting appropriate educational content for special needs students. These include the developmental model, behavioral model, categorical model, and environmental or ecological model. The ecological model involves

thinking and writing with a concrete object. Additional reading recommendations are also included. (MSE)

ED 292 293

FL 017 205

Smith, Marina V.

Foreign Language Articulation in High Schools and Colleges.

PUB DATE- Nov 86

NOTE- 9p.; Summary of a paper presented at a Humanities Conference (Newport, CA, November 12-14, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Articulation (Education); Case Studies; College Faculty; *College School Cooperation; Community Colleges; Course Content; Difficulty Level; Enrollment Influences; High Schools; *Interprofessional Relationship; Program Evaluation; Secondary School Teachers; *Second Language Programs; Two Year Colleges; Workshops

IDENTIFIERS- *Antelope Valley College CA

A conference workshop for foreign language teachers on improving articulation between high schools and colleges, and the efforts resulting from the articulation in one district, are described by a participant from a community college. The session brought together 30 teachers committed to taking responsibility for colleague cooperation in their districts. It featured psychodramas and discussion to help the teachers find ways to provide curricular information to their counterparts in other institutions and, ultimately, promote language enrollment. The participant followed up the original national workshop with a local program for high school teachers, an exchange between community college and high school language classes, and a needs and preferences survey of local teachers. Other articulation efforts undertaken include a tutorial program for high-risk Latino high school students and a community college language fraternity program featuring a local university professor of French. (MSE)

Information Science; Interdisciplinary Approach; Liberal Arts; Library Collections; *Linguistics; Literature Appreciation; Majors (Students); National Surveys; Nonmajors; Outreach Programs; Program Development; Relevance (Education); School Community Relationship; *Undergraduate Study

IDENTIFIERS- Canada; Cognitive Sciences; Stylistics; United States

A study examines the place of linguistics in undergraduate curricula in the United States and Canada, the nature and structure of the curriculum leading to a bachelor's degree in linguistics, and the population served by the curriculum. The final report consists of an overview of the study, including the forms used for the survey; a directory of undergraduate linguistics programs (appendix 1, compiled by F. Heny); a summary of the status of linguistics in the undergraduate curricula (appendix 2); a paper on using existing resources to develop an undergraduate linguistics major (appendix 3, by M. Ohala and A. Zwicky); advocacy statements concerning applied linguistics, clinical linguistics, community outreach, linguistics and the study of literature, linguistics and the teaching of science, linguistics as a cognitive science, linguistics as an experimental discipline, linguistics and its relationship to cognitive science and liberal education, linguistics in the study of information and intelligence, stylistics and poetics, teaching linguistics in an interdisciplinary curriculum, teaching linguistics to non-linguistics majors, and the University of California at Santa Cruz linguistics major (appendixes 4A-4O, by P. Angelis et al.). Descriptions of about 30 linguistics courses are given (appendix 5), and a suggested library collection for undergraduate linguistics programs is presented (appendix 6). (MSE)

ED 292 311

FL 017 228

Langendoen, D. Terence

Linguistics in the Undergraduate Curriculum.

Linguistic Society of America, Washington, D.C.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE- 28 Mar 88

NOTE- 15p.; In: Langendoen, D. Terence, Ed., Linguistics in the Undergraduate Curriculum: Final Report; see FL 017 227.

GRANT- EH-20558-85

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

Washington, D.C.

PUB DATE- Dec 87

NOTE- 10p.; In: Langendoen, D. Terence, Ed., Linguistics in the Undergraduate Curriculum: Final Report; see FL 017 227.

GRANT- EH-20558-85

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *College Curriculum; Correlation; *Discourse Analysis; *English Instruction; Higher Education; *Interdisciplinary Approach; Language Styles; Language Usage; *Linguistics; *Poetry; Undergraduate Study

IDENTIFIERS- *Stylistics

Linguistics can make major contributions to the undergraduate liberal arts curriculum, as exemplified in the relationship between linguistics and the English curriculum. The major points of contact between English and linguistics are the areas of stylistics and poetics. In the study of English, linguistics can enrich descriptions of texture (stylistics) and constrain theoretical claims (poetics). Through stylistics and poetics, linguistics can influence the undergraduate English curriculum from freshman composition to the senior seminar. The influence will increase to the extent that linguists do not make exaggerated claims of superior validity for the facts their theoretical analyses of texts uncover, and that English scholars resist the temptation to impute "scientism" to linguistics. (MSE)

ED 292 327

FL 017 244

Freeman, Margaret H.

Teaching Linguistics in an Interdisciplinary Curriculum. Linguistics in the Undergraduate Curriculum. Appendix 4-M.

Linguistic Society of America, Washington, D.C.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE- Dec 87

NOTE- 10p.; In: Langendoen, D. Terence, Ed., Linguistics in the Undergraduate Curriculum: Final Report; see FL 017 227. Document contains broken type.

GRANT- EH-20558-85

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

ED 292 340

FL 017 257

Chase, Cida S.

Hispanic-American Songs and Poems for the Classroom.

PUB DATE- 88

NOTE- 10p.; In: Lalande, John F. II, Ed., Shaping the Future of Language Education: FLES, Articulation, and Proficiency. Report of Central States Conference on the Teaching of Foreign Language; see FL 017 249.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Class Activities; Classroom Techniques; Cubans;

*Hispanic American Culture; Hispanic Americans; Instructional Materials; Latin American Culture; *Poetry; Second Language Instruction; *Songs; *Spanish

Songs and poems with origins in Hispanic-American cultures are presented for the classroom use of Spanish teachers. Some information about the selections, their characteristics and idiosyncracies, and their specific uses in instruction is provided. (MSE)

ED 292 341

FL 017 258

Jackson, T. Wendell; Clegg, J. Halvor

Strategies for the Teaching of Vocabulary Based on Oral Frequency Counts.

PUB DATE- 88

NOTE- 11p.; In: Lalande, John F. II, Ed., Shaping the Future of Language Education: FLES, Articulation, and Proficiency. Report of Central States Conference on the Teaching of Foreign Language; see FL 017 249.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classroom Techniques; Computer Oriented Programs; Dialects; Form Classes (Languages); Language Research; Language

extraposed complements argues that the extraposition (EX) is base-generated and not derived by any applications of the Move-alpha principle. A Move-alpha analysis is subject to substantial technical difficulties, and there exist cases of EX for which there is no plausible source in terms of Move-alpha. In particular, movement and ellipsis configurations show that phrases extraposed from both subject and object positions may be adjoined to the verb phrase at S-structure, a possibility that is inconsistent with the framework of assumptions and constraints needed for a movement analysis. Arguments that have appeared against base-generation are seen to support the proposal. Further implications of the nonmovement analysis are examined. Thirty-two references are listed, and further discussion is provided in six pages of footnotes. (MSE)

ED 292 357

FL 017 274

Sajavaara, Kari, Ed.
Applications of Cross-Language Analysis. Jyväskylä Cross-Language
Studies, No. 12

Jyväskylä Univ. (Finland), Dept. of English.

REPORT NO. - ISBN-951-679-718-0

PUB DATE- 87

NOTE- 75p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - General (020)

DESCRIPTORS- *Contrastive Linguistics; *Dutch; *English (Second Language); Error Patterns; Finnish; Interdisciplinary Approach; *Interlanguage; Language Research; *Linguistic Theory; Reading Comprehension; Sociology; *Translation; Uncommonly Taught Languages; Written Language

Four papers on contrastive linguistics include: (1) "The Search for an Ideal Theoretical Model in Applied Contrastive Linguistics: A Wild Goose Chase" (Herman Wekker, Flor Aarts), which argues that contrastive linguists should feel free to adopt an eclectic approach to theory since no single linguistic model can be adopted in its entirety and applied consistently to all areas of language comparison; (2) "Similar Errors in the Written English of Finnish and Native Speakers" (J. J. Mary Hatakka), a comparison of slips, or accidental errors, in Finnish and British usage; (3) "Got It? Conceptions of Deviance by Finnish Students from Learning Material in English and Finnish" (Paula Kalaja), in which Finnish college

and Sexism in Language"; and (10) "Policies for Change." Three appendices are provided: a summary of the recommendations to the university and the current status of each, the policies for handling sexual harassment at the university, and tables of demographic data on the university. Ninety references are included. (101)

ED 292 370

HE 021 218

Splete, Allen P.; And Others

Community, Commitment and Congruence: A Different Kind of Excellence. A Preliminary Report on "The Future of the Academic Workplace in Liberal Arts Colleges."

Council of Independent Colleges, Washington, D.C.

SPONS. AGENCY- CBS, Inc., New York, NY.; Ford Foundation, New York, N.Y.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Philip Morris Inc., New York, NY.; Teachers Insurance and Annuity Association, New York, NY. College Retirement Equities Fund.

PUB DATE- Dec 87

NOTE- 43p.; Funding also provided by the Charles E. Culpeper Foundation and Charles A. Dana Foundation.

AVAILABLE FROM- Publications Department, Council of Independent Colleges, One Dupont Circle, Suite 320, Washington, DC 20036 (\$5.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Administrator Responsibility; Case Studies; Church Related Colleges; *College Environment; College Faculty; *Faculty College Relationship; Higher Education; *Job Satisfaction; Liberal Arts; National Surveys; *Organizational Climate; *Private Colleges; Small Colleges; Social Environment; *Teacher Attitudes; Teacher Morale; Teaching Conditions; Work Environment

IDENTIFIERS- Faculty Vitality

A survey of faculty and selected administrators of liberal arts colleges was conducted, with the goals of achieving a greater understanding of the academic workplace for faculty in liberal arts colleges and identifying ways in which the vitality, commitment, morale, and productivity of the faculty could be enhanced. A total of 9,204 faculty in 142 colleges received the survey, and 4,271 responded. In addition, case studies were prepared for 10 colleges (College of Notre Dame of Maryland, College of St. Scholastica, Eastern Mennonite College, Gordon College, Greenville College,

Birnbaum, Robert

Individual Preferences and Organizational Goals: Consistency and Diversity in the Futures Desired by Campus Leaders. ASHE Annual Meeting Paper.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Nov 87

NOTE- 23p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Attitudes; Administrators; *College Faculty; *College Presidents; *Goal Orientation; Higher Education; *Institutional Mission; Leadership; *Organizational Objectives; Trustees

IDENTIFIERS- *ASHE Annual Meeting

The extent to which formal campus leaders shared consistent goals was investigated during 1986-1987, along with the relationship between presidential communications and goal consistency. Four concerns were examined: the expressed goals of college presidents; the extent of agreement (goal consistency) or disagreement (goal diversity) between presidents and other campus leaders; organizational characteristics that are related to goal consistency or diversity; and how campus constituents see and experience their presidents as creating and/or communicating goals and how this perception is related to goal consistency or diversity. For the sample of 32 colleges and universities, interviews were conducted with 119 formal campus leaders: 26 board chairpersons, 32 presidents, 29 academic vice presidents, and 32 faculty leaders (faculty senate presidents or faculty union presidents). Analysis of the content of the 119 responses led to the development of seven categories of goal: qualitative, quantitative, access/equity, educational program, special interest, institutional process, and external relations. Five data tables are included. (SW)

intellectual stimulation, professional values, aid in career building, and affective support. There are 9 references. (SW)

ED 292 398

HE 021 262

Hearn, James C.

An Exploration of Nontraditional Postsecondary Enrollment Patterns.

ASHE Annual Meeting Paper.

SPONS. AGENCY- Minnesota Univ., Minneapolis.; Spencer Foundation, Chicago, Ill.

PUB DATE- Nov 87

NOTE- 30p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Ability; College Preparation; *College Students; *Enrollment Trends; Females; Males; Minority Groups; Noncredit Courses; *Nontraditional Students; *Part Time Students; Postsecondary Education; Socioeconomic Status; *Stopouts; Student Characteristics

IDENTIFIERS- *ASHE Annual Meeting; High School and Beyond (NCES)

Nontraditional styles of postsecondary enrollment were assessed: delaying postsecondary enrollment for a year or more beyond high school graduation, enrolling part-time, or entering non-degree-granting programs. Part-time attendance was defined as pursuing a courseload below half-time. The sample consisted of 8,464 recent U.S. high school graduates and was drawn from the 1980 and 1982 waves of the High School and Beyond survey of 1980. Based on discriminant analysis, support was found for the hypothesis that students choosing nontraditional enrollment options were those of modest academic preparation, ability, and achievements. Students pursuing nontraditional timing, load, and institutional options also tended to be lower in socioeconomic status. The effects of student race and gender on choice of enrollment option were mixed. Blacks were likely to enroll late, but unlikely to enroll part-time. Women were unlikely to enroll late. Men more frequently pursued the nontraditional timing option. Included are 45 references. (SW)

Baldwin, Roger G.

Faculty Vitality: Extending the Concept Beyond the Research University. ASHE Annual Meeting Paper.

PUB DATE- Nov 87

NOTE- 29p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Faculty; *Evaluation Criteria; Faculty Evaluation; Higher Education; Leadership; *Professional Recognition; *Small Colleges; *Teacher Attitudes; *Teacher Effectiveness

IDENTIFIERS- *ASHE Annual Meeting

Individual and institutional/environmental factors that distinguish "vital" professors from a "representative" group of their colleagues were investigated. Of concern was whether the faculty vitality concept discriminates among professors in meaningful ways (i.e., regarding their professional attitudes, practices, achievements). The focus was professors in small liberal arts colleges. The study is based on research conducted at the University of Minnesota by Clark and Corcoran. The faculty vitality concept is applied in a distinctive type of institution where the vital professor may be a stimulating teacher or a faculty leader but not necessarily a prolific scholar. Campus administrators and faculty offered names of full professors they regarded as vital, based on a broad definition. A comparison group of "representative" full professors was also identified. Participants were 50 "vital" and 40 "representative" professors from four respected private institutions in the Southeast. A structured personal interview employing mostly open-ended questions was used to gather data. A coding scheme was developed from the interview responses to help identify patterns, themes, attributes, and experiences that distinguish vital and representative faculty. The findings and implications for research and practice are considered. Included are 14 references. (SW)

AVAILABLE FROM- U.S. General Accounting Office, P. O. Box 6015,
Gaithersburg, MD 20877 (first 5 copies free; additional copies,
\$2.00 each prepaid; 25% discount for 100 or more mailed to the same
address).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Accounting; *Federal Aid; *Federal Programs; Higher
Education; Loan Repayment; *Management Systems; *Money Management;
Program Evaluation; State Federal Aid

IDENTIFIERS- *Department of Education

The U.S. Department of Education's financial management environment and effectiveness are described, together with the reliability of its accounting and internal control systems for the management of the money it gives or lends to schools, individual students, states, and local education agencies. The study found that key accounting and related internal control systems operated by the Department and its fund-receiving schools have serious weaknesses. Consequently, billions of dollars in financial resources are not adequately protected from fraud, waste and mismanagement. In addition, the Department's financial reports were found to be unreliable and not derived from its accounting system. Principal findings were: (1) loan records for the Higher Education Facilities and College Housing loan portfolios were inadequate; approximately \$75 million would be required to bring the files up to commercial standards in order to sell them to the public; (2) the property accounting system is insufficient for proper Departmental control; (3) accounting weaknesses result in erroneous Pell Grant disbursements; and (4) the Department's general ledger system contains unreliable data because of inadequate and inefficient computer systems. Appendix I consists of a financial management profile of the Department in five tables that provide data on budget requests, estimated loan account balances, statements of financial condition for fiscal years 1982, 1984 and 1985, and the purposes of the Department's 29 accounting systems. Appendix II provides comments from the Department of Education. (KM)

ED 292 427

HE 021 312

O'Callaghan, Phyllis, Ed.

A Clashing of Symbols: Method and Meaning in Liberal Studies.

REPORT NO.- ISBN-0-87840-468-6

PUB DATE- 88

A Report to the People. 20 Years of Your National Commitment to
Public Broadcasting. 1967-1987. 1986 Annual Report.
Corporation for Public Broadcasting, Washington, D.C.
REPORT NO.- ISBN-0-89776-100-6
PUB DATE- 15 May 87
NOTE- 129p.; Photographs will not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Cultural Enrichment; Educational Radio;
*Educational Television; *Financial Support; *Programming
(Broadcast); *Public Television; *Television Viewing
IDENTIFIERS- *Annenberg CPB Project; *Corporation for Public
Broadcasting
This annual report for the Corporation for Public Broadcasting
(CPB) for fiscal year 1986 also summarizes the CPB's activities
over the last 20 years. The front inside cover folds out to three
pages and provides a chronology of the important events in CPB
history from its inception in 1967 to 1987. A narrative report on
the CPB's 20 years of operation highlights its beginnings,
milestones, programming, and audiences; the broadcasting system;
and funding. Comments in support of public television by a wide
variety of public figures concludes this portion of the report. The
1986 annual report provides information on television programming,
radio programming, community outreach, adult learning, program
support activities, and system support activities for that fiscal
year. The CPB Board of Directors and officers are also listed, and
a financial accounting by the firm of Peat, Marwick, Mitchell & Co.
is provided. The text is supplemented by a number of graphs,
figures, and photographs. (EW)

ED 292 441

IR 013 193

Bates, A. M.
Teaching, Media Choice and Cost-Effectiveness of Alternative Delivery
Systems. IET Paper No. 264.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational
Technology.
PUB DATE- 17 Jul 87
NOTE- 22p.; Paper presented at a Conference on Audio-Visual
Technology and Vocational Training in Europe--A Dual Challenge
(Berlin, East Germany, September 3-4, 1987).

issues involved in funding, location of jobs within organizations, and the present state of instructional development within public and higher education are examined, and factors affecting the impact of instructional development on education and industry are identified. A theory of impact is developed, and the impact of the above mentioned issues upon the future of instructional development is discussed in terms of this theory. A 42-item bibliography is provided. (Author/EW)

ED 292 457

IR 013 209

Broadcasting and Telecommunications. Yukon 2000: Toward a Communications Policy. Part I: A Background Paper. Facts, Figures and Definitions and Part II. Policy Options.

Yukon Dept. of Community and Transportation, Whitehorse.

PUB DATE- 87

NOTE- 60p.; Photographs and illustrations may not reproduce.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Broadcast Television; Foreign Countries; *Government Role; *Long Range Planning; Programing (Broadcast); *Public Policy; Radio; *Technological Advancement; *Telecommunications; Telephone Communications Systems

IDENTIFIERS- Canada; *Yukon Territory

These two booklets, which describe the current status of communications in the Yukon Territory and consider future policy options, focus on the broadcasting industry, including radio and television, and the telecommunications industry, which comprises telephone, telegraph, and cable systems. The first booklet, a background paper, briefly describes the communications systems currently available and provides information on their services, regulations, costs, and facilities. Four tables, five appendixes of statistical information, and a glossary of terms are included. The second booklet is a discussion paper, which addresses eight components of a comprehensive communications policy: (1) broadcasting; (2) telecommunications; (3) VHF (Very High Radio Frequencies) mobile radio system; (4) federal-provincial-territorial consultation; (5) industry and community liaison; (6) distance education; (7) culture; and (8) technological development. Four policy options which incorporate each of these components are then presented. These options range from maintaining the status quo to defining and implementing

Leavy, Marvin D.

Subject Access to Books in the Social Sciences: A Public Services Viewpoint.

PUB DATE- 2 Oct 86

NOTE- 14p.; Revised version of a paper presented at the Annual Conference of the Kentucky Library Association (Louisville, KY, October 2, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Libraries; *Access to Information; Anthropology; *Comparative Analysis; Higher Education; *Indexing; *Online Catalogs; *Online Searching; *Search Strategies; Social Work; Sociology; Subject Index Terms; User Needs (Information)

IDENTIFIERS- *Library of Congress Subject Headings; Western Kentucky University

Expected Library of Congress Subject Headings (LCSHs) and assigned LCSHs for 161 books requested by faculty in sociology, anthropology, and social work were compared to gauge the likely success of an online subject catalog search for those works. For 80% of the titles checked, inspection of the ninth edition of "Library of Congress Subject Headings" resulted in successful access. Subject searching was more effective for social work titles than for works in anthropology or sociology. Analysis of the comparisons expected with actual LCSHs revealed three types of subject access problems that could be addressed in online catalogs with the use of keyword-in-title, combinatorial, and cross-referenced features. The data also showed that shelf browsing in these three social science fields would not be a systematic or reliable way in which to locate desired books. (There are 14 references.) (Author/EW)

ED 292 472

IR 052 320

Buchholz, James L.

Implementing and Evaluating a Bibliographic Retrieval System for Print and Non-Print Media Materials.

PUB DATE- 87

NOTE- 185p.; Doctor of Arts Major Field Project, Nova University.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

interest, considerably less likely to be Black, and more likely to indicate that their experiences at college had affected them positively; and (6) though only a small percentage of students had been involved professionally with the arts before college, 38% expected that they would be deriving a significant portion of their income from a career in the arts within 5 years. (EJV)

ED 292 486

JC 880 102

Brawer, Florence B.

Assessing Student Goals and Outcomes.

PUB DATE- 25 Mar 88

NOTE- 16p.; Paper presented at the Maryland Dean's Meeting (Arnold, MD, March 25, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Community Colleges; Evaluation Criteria; *Evaluation Methods; *Outcomes of Education; *Research Methodology; School Surveys; Student Characteristics; *Student Educational Objectives; Student Needs; Two Year Colleges; *Two Year College Students

In the case of community colleges and their students, expectations and outcomes are varied, pervasive, and open to question. The measures of success that are typically applied to senior colleges (e.g., degrees awarded) are not sufficient. While progress toward degree attainment is a valid measure for those recent high school students who aspire to the baccalaureate, it is not adequate for the one-third of the community college students who seek skills enabling them to gain immediate employment, or the 15% who seek retraining or relicensure, or the 15% who take courses only for their personal interest. Clearly different measures must be applied to account for the institutional effects on these various groups. Estimating the college's contribution to its students requires that the students' reasons for matriculating be known. It cannot be assumed that all students in transfer courses want to transfer or that all students in vocational classes want to obtain employment. The only way to determine the primary reasons for students attending college is to ask them in a specific and immediate, rather than a global and open-ended, way. Once the students' goals are determined, efforts can be made to determine whether those goals are being achieved. (UCH)

District Requests for Exemption to Fifty Percent Law for 1986-87
Fiscal Year.
California Community Colleges. Sacramento. Office of the Chancellor.
PUB DATE- Apr 88
NOTE- 30p.; Prepared for the Board of Governors of the California
Community Colleges.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Budgets; *Compliance (Legal); Educational Finance; Legal
Responsibility; Resource Allocation; School Districts; *School
District Spending; State Boards of Education; *State Legislation;
*Teacher Salaries; Two Year Colleges
IDENTIFIERS- *California; *Fifty Percent Law (California)
The 50 Percent Law (Section 84362 of the California Education Code)
requires each California community college district to annually
spend half of its "current expense of education" for "salaries of
classroom instructors." District compliance with the provisions of
this law is determined by the chancellor, based on information
submitted to the districts after the end of each fiscal year.
Districts that have failed to meet the Fifty Percent Law
requirement may apply for exemption if, by complying, the district
would have suffered "serious hardship" or if paid salaries of
classroom instructors were equal to, or in excess of, those paid by
other districts "of comparable type and functioning under
comparable conditions." Four community college districts did not
comply with the Fifty Percent Law requirement in the 1986-87 fiscal
year. This report analyzes each district's application for
exemption from the Fifty Percent Law and recommends actions.
Procedures for the administration of the law and a technical
description of the process for determining comparable districts are
appended. (EJV)

ED 292 501

JC 880 129

Austin Community College Fact Book, 1986-87.
Austin Community Coll., Tex.
PUB DATE- 88
NOTE- 121p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.

establishment of the Joint Center in 1983, the population in the region has continued to grow in most age cohorts, with projections indicating a continuation of this growth through the year 2000. The vacated elementary school that is now jointly leased by OWJC and the UMF for the Joint Center is being used to capacity, and other sites have been found to handle the overflow of students. Given the growth in the elementary and secondary school populations in the region, the elementary school may be reclaimed to serve K-12 students in Okaloosa County. Task force recommendations focused on the need for the further development of joint programs and the immediate exploration of other sites for the facility. (UCH)

ED 292 514

JC 880 150

An Analysis of Placement Testing and Registration Patterns for New Students; Institutional Research Report #35.

Philadelphia Community Coll., PA. Office of Institutional Research.

PUB DATE- Nov 86

NOTE- 6p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Admissions Counseling; College Applicants; *College Freshmen; Community Colleges; Comparative Analysis; *Educational Testing; *English (Second Language); *Enrollment Influences; Enrollment Trends; Mathematics Skills; No Shows; Reading Skills; *School Registration; *Student Placement; Two Year Colleges; Two Year College Students; Writing Skills

Prior to registration at the Community College of Philadelphia (CCP), most potential new students are given a battery of tests to place them into appropriate courses, specific areas of study, or special support programs. Most students are tested on one day and then asked to return on a subsequent day for counseling and registration. Between October 1984 and September 1985, 7,891 potential students were tested in math, writing, and reading. Of these, 1,090 (14%) had not registered for classes by the fall 1985 semester. A comparison of the test scores of the registrants and non-registrants who spoke English as a native language revealed the following: (1) 40.2% of the registrants and 39.9% of the non-registrants had scores placing them into college-level math courses; (2) 40.1% of the registrants and 27.1% of the non-registrants had scores placing them into college-level writing courses; and (3) 35.7% of the registrants and 24% of the

students of prompt and helpful information through advising, orientation, and assessment services; (4) registration; (5) educational programming; and (6) program evaluation and feedback. Appendixes describe a model student information system and center and offer information on the application of the model at Central Oregon Community College. (UCH)

ED 292 528

JC 880 171

Hall, Barbara Ann

A Retrospective Study of Mt. San Antonio College Learning Assistance Services.

Mount San Antonio Community Coll. District, Walnut, CA.

PUB DATE- Jun 87

NOTE- 118p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports -

Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Achievement; College Graduates; College Transfer Students; Community Colleges; Dropouts; Followup Studies; Longitudinal Studies; Minority Groups; Program Effectiveness; Program Evaluation; *Remedial Instruction; *Student Characteristics; Two Year Colleges; *Two Year College Students

A study was conducted at California's Mt. San Antonio College (Mt. SAC) to determine whether remedial classes had assisted students in reaching their educational goals. The study sample included all students (N=425) enrolled in Fall 1980 Learning Assistance classes which included: Reading Skills Review, Writing Skills Review, or Math Skills Review. Students' applications for admission, transcripts, and mail-survey responses were used to develop profiles for each class, with subgroups created for persisters and non-persisters, students who had successfully completed advanced classes, students who received degrees and certificates, and transfer students. Study findings included the following: (1) 74% of the students in the sample were from minority groups, compared to 33.6% of the total fall 1980 college enrollment; (2) 58% of the students had been out of high school for 5 years or more; (3) 37% of the students who had entered college to obtain job skills had reached their goal, compared to 19% of the students whose goal was to transfer or Associate degrees; (4) goal achievement rates were higher for the students in the remedial math classes than for the writing or reading students; (5) there was a strong correlation

ED 292 542

PS 017 178

Gnezd, Terry

State Fiscal Policies for Child Care and Early Childhood Education.
National Conference of State Legislatures, Denver, CO.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.

REPORT NO.- ISBN-1-55516-184-7

PUB DATE- Oct 87

NOTE- 12p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Coordination; *Day Care; *Early Childhood Education;
Employees; Employer Supported Day Care; Federal Aid; *Financial
Policy; Financial Support; Grants; National Surveys; School Funds;
*State Programs

Although this State Legislative Report is not intended to be a comprehensive or exhaustive report of funding methods used by all 50 states, it does present several examples of the alternatives states use to finance child care and early childhood education programs. Discussion focuses on background issues, child care fiscal policies, early childhood education fiscal policies, and approaches designed to coordinate child care and early childhood education. It is concluded that a variety of state strategies exist to fund child care and early childhood education programs. However, since the programs are tied to different social goals and administered by different agencies, state spending strategies for child care are generally independent of those for early childhood education. In some cases, states are beginning to look for methods of coordination to minimize expenditures. In the future, the major challenge facing the states will be to pursue fiscally responsible child care and early childhood education policies that ensure the availability and accessibility of quality services for the growing numbers of children and families who will need them. (RH)

ED 292 543

PS 017 179

Dusek, Jerome B.; Litovsky, Viviana G.

Maternal Employment and Adolescent Adjustment and Perceptions of Child Rearing.

PUB DATE- 26 Mar 88

NOTE- 19p.; Paper presented at the Biennial Meeting of the Society for Research on Adolescence (2nd, Alexandria, VA, March 26, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Adjustment (to Environment); *Adolescents; Age Differences; *Childhood Attitudes; *Child Rearing; *Employed Parents; Fathers; *Mothers; Parent Role; Sex Differences

In this investigation of the effects of maternal employment on adolescents, 88 male and 128 female adolescents from grades 7 through 12 completed the Children's Report of Parental Behavior Inventory and the Inventory of Psychosocial Development. Several questions were addressed: (1) Does maternal employment status influence adolescents' perceptions of child rearing? (2) Does maternal employment influence adjustment as a function of perceptions of mothers' or fathers' perceived child rearing? and (3) Does maternal employment influence perceptions of child rearing and adjustment differentially across age or sex? Findings revealed that maternal employment was not related to adjustment, either directly or in interaction with perceptions of maternal or paternal child rearing practices. Maternal employment interacted with developmental level in perceptions of child rearing. Parents were perceived by adolescents in grades 7 and 8 as being more accepting when mother did not work or worked only part-time; the same perception was held by adolescents in grades 9 and 10 when mother did not work, and by those in grades 11 and 12 when mother worked full-time. The same trend was found for perceptions of parents allowing psychological autonomy. Higher perceived acceptance and lower perceived use of psychological control by both parents were related to better adjustment among adolescents. (RH)

ED 292 557

PS 017 231

Witt, Virginia, Ed.

A Children's Defense Budget: FY 1989. An Analysis of Our Nation's Investment in Children.

Fink, Dale B.

Latchkey Children and School-Age Child Care: A Background Briefing.
Policy Issues.

Appalachia Educational Lab., Charleston, W. Va.; Wellesley Coll.,

Mass. Center for Research on Women.

SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.

PUB DATE- Nov 86

NOTE- 23p.

CONTRACT- 400-86-0001

AVAILABLE FROM- Appalachia Educational Laboratory, Inc., P.O. Box
1348, Charleston, WV 25325 (\$3.50).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Community Involvement; Definitions; *Educational
Responsibility; High Risk Persons; *Latchkey Children; *Program
Development; *Public Policy; *School Age Day Care; *State Programs

IDENTIFIERS- Kentucky; Tennessee; Virginia; West Virginia

This background briefing paper synthesizes current thinking and practice on the issue of latchkey children and school-age child care (SACC). The paper defines the problem of latchkey children; reviews related literature and programmatic responses to the problem; reports responses of four southern states; and points out implications for policy initiatives. The term "latchkey children" refers to children in self-care or sibling-care during a significant portion of their out-of-school hours. The literature review focuses on the number of latchkey children, origins of the trend, research findings on risks of self-care, children's fears, boredom and other emotional effects, television as surrogate parent, self-esteem and susceptibility to peer pressure, school performance, sexual experimentation, and depression. The review of programmatic responses to the problem discusses attempts to get children into SACC and attempts to reduce risks to latchkey children. Qualities of good SACC programs are pointed out. Seven implications for policy initiatives are discussed, including the responsibility of educators, the need to involve many community sectors, sharing costs of interventions, needed state and federal legislation, use of existing professional expertise and community resources, diversity of solutions, and the relation between primary and back-up solutions. A brief bibliography of related readings is provided. (RH)

PUB DATE- 88
NOTE- 101p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Attribution Theory; Elementary Education; *Elementary School Students; Failure; Feedback; Helplessness; Inservice Teacher Education; *Instructional Development; Intermediate Grades; *Learning Motivation; Personality Traits; Reinforcement; Rewards; *Student Improvement; *Student Motivation; Success; *Teacher Improvement
Because intermediate grade students were not working up to their potential, a coordinator of elementary school instruction implemented a practicum to increase students' motivation. In-service meetings were held with six intermediate grade teachers from each of two schools for the purpose of planning techniques and devising activities for increasing the motivation of students. Teacher instruction focused on success- and failure-oriented personalities, learned helplessness, ways to renew student motivation, attribution theory, rewards, constructive feedback, and reinforcement theory. Practicum goals were to: (1) assist teachers in planning activities that would improve student motivation and increase students' drive to work up to their potential; (2) enable children to put forth the effort that would allow them to achieve at their expected level; and (3) improve students' attendance, preparation, and self-discipline. To attain these goals, a staff development program was implemented. This program included research-based techniques and activities designed to improve instructional and motivation strategies used in the classroom. Evaluation data indicated that a staff development program designed to assist teachers in strengthening student motivation does increase students' ability to succeed in school. Related materials are appended. (RH)

ED 292 586

PS 017 275

Edleston, Charlotte

A Program of Games and Activities to Increase Listening and Attentional Skills in Kindergarten Children.

PUB DATE- 87
NOTE- 91p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

Vokey, Daniel

Outward Bound: In Search of Foundations.

PUB DATE- May 87

NOTE- 70p.; Master's Thesis, Queen's University.

AVAILABLE FROM- Daniel Vokey, 1750 Herron Rd., Dorval, Quebec, Canada
H9S 1B9 (\$7.00 U.S. plus postage and handling, \$9.00 Canadian).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Dissertations/Theses
- Master Theses (042)

DESCRIPTORS- Concept Formation; Definitions; *Educational Philosophy;
Educational Practices; Goal Orientation; Instructional
Effectiveness; Misconceptions; Models; *Nontraditional Education;
*Outdoor Education; Personnel; *Program Administration; *Program
Descriptions; Program Design; Program Evaluation; Theory Practice
Relationship; Traditionalism; *Values Clarification

IDENTIFIERS- *Outward Bound

Since the 1970s, Outward Bound (OB) has borrowed psychological language and models to articulate its educational objectives and methods in terms accessible to mainstream educators. This report claims that OB's uncritical adoption of psychological language and models will undermine its commitment to certain core values of its tradition. This is supported by analyses of three attempts to explain some aspect of OB's educational objectives and methods. In each case, it is shown how the adoption of psychological language and models is accompanied by the de-emphasis or omission of a traditional value and the traditional value is de-emphasized or omitted because it is incompatible with the views of the world and human nature reflected in the language and models. Assuming that the language and models used to describe objectives and methods influence educational practice, the de-emphasis or omission of traditional values in descriptions of OB will undermine commitment to them at the level of practice. Recommendations of how OB might strengthen its commitment to its traditional values are presented, and it is suggested that OB make explicit the views which are implicit in its tradition and then develop their implications for conceiving, designing, instructing, staffing, administering and evaluating its courses. (Author/JHM)

Dori, Yehudit; And Others

The Development and Evaluation of a Chemistry Curriculum for Nursing Schools in Israel.

PUB DATE- Apr 88

NOTE- 8p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Anxiety; *Chemistry; *College Science; Curriculum Design; *Curriculum Development; *Curriculum Evaluation; *Foreign Countries; Higher Education; *Nursing Education; Pharmaceutical Education; Science Education; Student Attitudes

IDENTIFIERS- *Israel

A very diverse population of students choose nursing as a profession in Israel. Although chemistry is basic for studying nursing, most of these students have not studied chemistry in school for longer than a single year--usually in grade 10. A chemistry curriculum for nursing schools was developed, implemented, and evaluated. This curriculum was designed to meet goals identified in a preliminary needs assessment including: (1) the need for a chemistry base for advanced nursing courses, such as biochemistry and pharmacology; (2) the need for content to be applied to students with different backgrounds in science; and (3) the need to increase the usual lack of interest of nursing students in studying chemistry. During the academic year of 1985, the "Chemistry for Nursing Schools" course was studied by 400 student nurses, in 10 nursing schools. The implementation of this course included discussions with teachers employing the new curriculum, the development of teaching aids, and an evaluation using pre- and post-achievement and attitude tests. Both teachers and student nurses indicated that the new curriculum fulfilled a need for a chemistry course for nursing schools, contributed significantly to the improvement of the image of chemistry, and diminished the anxiety often caused by the study of chemistry. (CW)

ED 292 613

SE 048 955

Kaufman, James A.

Laboratory Safety Guide: 40 Steps for Improving Laboratory Safety.

Finneran, Kevin

The Federal Role in Research and Development. Report of a Workshop
(November 1985).

National Academy of Sciences - National Research Council, Washington.
DC. Committee on Science, Engineering, and Public Policy.

PUB DATE- 86

NOTE- 47p.; Proceedings (November 1985).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Collected Works - Proceedings (021)

DESCRIPTORS- College Science; *Federal Aid; *Federal Government;
Government (Administrative Body); Government Publications;
*Government Role; Higher Education; *Policy Formation; Public
Agencies; *Research and Development; Research Universities;
Research Utilization; *Scientific Research

This report summarizes a workshop held in November, 1985 and sponsored by the Committee on Science, Engineering, and Public Policy and by the Academy Industry Program. It summarizes 2 days of intensive discussions on two overlapping topics: capabilities for measuring economic returns on federal investments in research and development (R&D), and principles for federal support of applied research. While both questions were illuminated and sharpened, no firm answers appeared. This report contains chapters on measuring returns on federal investments and applied R&D. Each chapter contains an introduction, brief history, and a discussion of the issues. Appendices include workshop participants and commissioned papers. Tables include R&D funding for 1953 to 1986. Overall conclusions include: (1) estimating rates of economic return may be misleading because these returns are not the explicit purpose of federal investment in R&D; (2) existing economic models have serious shortcomings that limit their use; and (3) even if perfected, economic models should be regarded as merely among the criteria for guiding federal R&D policy. Some guidelines suggested were to define goals modestly, tailor programs, match user needs with research capabilities, and emphasize generic research. (CW)

ED 292 628

SE 048 971

Brownson, Jean

Yager, Robert E.; And Others
Assessing Impact of S/T/S Instruction in 4-9 Science in Five Domains.
PUB DATE- 88
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reports - Research/Technical (143)
DESCRIPTORS- *Elementary School Science; Elementary Secondary
Education; Junior High Schools; Middle Schools; *Science and
Society; Science Course Improvement Projects; *Science Curriculum;
Science Education; *Science Programs; *Secondary School Science;
*Technology

IDENTIFIERS- *University of Iowa
This paper reviews the efforts to put science education into contexts that are considered more meaningful and useful than the classical approach. It focuses on S/T/S (science/technology/society) projects funded by the National Science Foundation, and especially on a project at the University of Iowa. Some of the features of S/T/S programs are described. Five major domains for science education are identified and discussed. These include connections and applications, attitudes, creativity, process, and information. Some of the results demonstrating the advantages of an S/T/S focus for school science from an assessment of 300 Iowa classrooms, grades four through nine, are shown and discussed. Included are differences in: (1) student abilities; (2) attitudes; (3) student behaviors judged to indicate degree of creativity; (4) student ability with selected science processes; and (5) acquisition of science information. The paper concludes that, since S/T/S students are so much better at making applications and connecting experiences to others, there is every indication that the information that students possess is useful. (CW)

ED 292 642

SE 048 991

Presidential Young Investigators. 1986 Awards.
National Science Foundation, Washington, D.C.
REPORT NO.- NSF-86-37
PUB DATE- 88
NOTE- 189p.
AVAILABLE FROM- National Science Foundation, Forms & Publications
Unit, 1800 G Street NW, Room 232, Washington, DC 20550 (free while

ED 292 656

SE 049 007

Zuman, John P.; Weaver, Suzie L.

Tools for Teaching Problem Solving: An Evaluation of a Modeling and Systems Thinking Approach.

Technical Education Research Center, Cambridge, Mass.

SPONS. AGENCY- National Science Foundation, Washington, D.C.

PUB DATE- 88

NOTE- 27p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).

GRANT- MDR-8550373

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Curriculum Development; *Instructional Systems; Mathematics Education; *Problem Solving; Research; Science Education; *Secondary School Mathematics; *Secondary School Science; *Systems Approach

During the summer of 1986 a group of 15 racially diverse students entering 10th and 11th grades participated in an intensive 4-week course taught by members of an NSF-funded project. The project's goals were to develop science and mathematics curricula based on the principles of systems dynamics. The course was a test of materials intended to provide students with methods for problem solving by introducing them to modeling software and concepts of systems thinking. Students engaged in a study of levels and rates, causal-loop diagrams, feedback, exponential growth, exponential decay, goal-seeking behavior, s-shaped behavior, and oscillating behavior by modeling real-life problems. Some of the problems that students worked on dealt with population growth, bank balances, temperature cooling, capacitor discharging, city growth, and predator-prey relationships. Nine boys and six girls volunteered to participate in the project. Evaluation of the course consisted of pre- and posttesting, observations, administration of a student background questionnaire, and interviews with students at the conclusion of the course. All questions in the categories tested showed a significant gain in correct responses from the pretest to the posttest. It was concluded that some transfer of skills was shown. (CW)

Care Providers, Special Edition.
Los Angeles Commission on Assaults Against Women, CA.
SPONS. AGENCY- California Communication Foundation, Los Angeles, CA.
PUB DATE- 86
NOTE- 41p.; For booklet 1, see EC 202 045.
AVAILABLE FROM- Los Angeles Commission on Assaults Against Women, 534
North Fairfax Ave., Los Angeles, CA 90036 (free).
LANGUAGE- English
EDRS Price - MF01 Plus Postage; PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)
DESCRIPTORS- *Advocacy; Confidentiality; Coping; Counseling; Crisis
Intervention; *Developmental Disabilities; Disclosure; Emotional
Adjustment; Family Involvement; *Helping Relationship;
Intervention; *Parent Role; Prevention; Psychotherapy; *Rape;
Safety; *Sexual Abuse; Training Methods; Victims of Crime
IDENTIFIERS- California (Los Angeles)

This is the third in a series of booklets written to assist developmentally disabled people who have been sexually assaulted. This booklet is designed for family members, advocates, and care-providers, to help them in assisting someone through a sexual assault crisis or in teaching clients about prevention and safety measures. The booklet defines many assault-related terms and notes statistics on incidence. Information is provided on the following topics: warning signs of the occurrence of an unreported sexual assault; symptoms of rape trauma syndrome; how to respond to a sexual assault disclosure; steps to take following the disclosure; confidentiality; reporting requirements; police, hospital, and court procedures; cost reimbursement; and understanding the feelings of the individuals involved. The guide concludes with telephone numbers for rape hotlines in the Los Angeles area and a directory of individuals and mental health centers that counsel sexual assault survivors with disabilities. (JDD)

ED 292 265

EC 202 047

Wakaba, Yoko
Research on Mother-Child Interaction of Stuttering Children.
Preliminary Observation.
Tokyo Gakugei Univ. (Japan). Research Inst. for the Education of
Exceptional Children.
PUB DATE- 87
NOTE- 8p.

determining the skills that a fully functioning member of society normally performs in the environments that the learner inhabits, analyzing the discrepancies between those skills and the learner's current performance, and making those discrepancies the learner's curricular objectives. The ecological inventory of skills involves five levels: domains, environments, subenvironments, activities, and critical functions. The central focus of an environmental approach to curriculum is the individual's adaptation to transitions, or changes in environmental requirements that an individual experiences. Transitions may be predictable age-appropriate transitions, normalizing transitions, or backward transitions. Steps are outlined for using transitions in program planning, focusing on: 3-year plans; types of potential transitions; use of a least restrictive environment; and teaching of critical skills as well as additional skills that may enhance adjustment, such as social skills. Instructional methods emphasize social integration and behavioral teaching strategies. (JDD)

ED 292 280

EC 202 063

Ortiz, Alba A.; And Others

Characteristics of Limited English Proficient Hispanic Students

Served in Programs for the Speech and Language Handicapped:

Implications for Policy, Practice and Research. Part III.

Texas Univ., Austin. Dept. of Special Education.

SPONS. AGENCY- Office of Vocational and Adult Education (ED).

Washington, DC. Div. of National Vocational Programs.

PUB DATE- 30 Sep 86

NOTE- 85p.; For Part I, see ED 267 578; Part II, see ED 290 309.

CONTRACT- 300-83-0272

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Board of Education Policy; Communication Disorders;

*Delivery Systems; *Disabilities; Educational Diagnosis;

Educational Practices; Elementary Education; *Handicap

Identification; *Hispanic Americans; Language Proficiency; Learning

Disabilities; *Limited English Speaking; Referral; School

Districts; Spanish Speaking; Special Education; Speech Handicaps;

Speech Pathology; Student Evaluation; *Student Placement;

Therapists

IDENTIFIERS- Texas

This document is Part III of a research study examining special

ED 292 294

FL 017 206

Frangiadakis, Helen

Description and Evaluation of Training Course for International Graduate Student Instructors.

PUB DATE- Feb 88

NOTE- 15p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Classroom Techniques; College Second Language Programs;

*Course Content; Course Organization; *English (Second Language);

*Foreign Students; Graduate Students; Higher Education; *Inservice

Teacher Education; *Program Descriptions; Program Effectiveness;

Pronunciation Instruction; Student Characteristics; *Teaching

Assistants

IDENTIFIERS- *University of California Berkeley

A course in English as a second language for international graduate student instructors at the University of California at Berkeley is described. In its first offerings, the course served students from three Asian countries and a variety of disciplines. It consisted of work in language, culture, and instructional techniques integrated into all class activities. The activities included videotaping and reviewing of class presentations, viewing tapes of other graduate student instructors in the process of teaching, pronunciation instruction, panel discussions, roleplaying, special events focusing on cultures, discussion of readings, classroom observations, and instruction in classroom techniques. After the course, students expressed increased confidence and appeared to understand the importance of interaction in the American classroom. Most appeared to have the same language problems with which they began the course, but had learned compensatory strategies for improving communication. The course instructor learned, through this experience, that the students do not need better control of English as much as they need to create interaction in the classroom. Planned adjustments in the course include increased videotaping and viewing and increased pronunciation instruction. A course syllabus is appended. (MSE)

ED 292 295

FL 017 207

Aristar, Anthony

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Curriculum; Data Collection; Financial Support;
Foreign Countries; Higher Education; Information Dissemination;
*Linguistics; National Surveys; Questionnaires; Staff Utilization
IDENTIFIERS- Canada; United States

An overview is given of a study that examined the place of linguistics in undergraduate curricula in the United States and Canada, the nature and structure of the curriculum leading to a bachelor's degree in linguistics, and the population served by the curriculum. The overview describes the project and its major activities (data collection and analysis, commissioned papers, gathering of sample course descriptions, and formulation of a suggested library collection for undergraduate linguistics programs), staffing, funding, and dissemination of results. It also contains copies of the survey forms and letters. (MSE)

ED 292 312

FL 017 229

Henry, Frank, Ed.

Directory of Undergraduate Linguistics Programs. Linguistics in the Undergraduate Curriculum, Appendix 1.

Linguistic Society of America, Washington, D.C.

SPONS. AGENCY- National Endowment for the Humanities (NEAH), Washington, D.C.

PUB DATE- Dec 87

NOTE- 381p.; In: Langendoen, D. Terence, Ed., Linguistics in the Undergraduate Curriculum: Final Report; see FL 017 227.

GRANT- EH-20558-85

LANGUAGE- English

EDRS Price - MF01/PC16 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Bachelors Degrees; *College Curriculum; Course Descriptions; *Degree Requirements; Foreign Countries; Higher Education; *Linguistics; *Majors (Students); National Surveys; Program Design; Specialization

IDENTIFIERS- Canada; United States

A directory of programs leading to bachelor's degrees in linguistics in the United States and Canada contains major and minor requirements and brief course descriptions for 127 institutions. Program emphases and specializations are noted. (MSE)

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Cognitive Processes; *Cognitive Structures; College Curriculum; *Curriculum Development; Educational Strategies; *Experimental Curriculum; Higher Education; *Interdisciplinary Approach; *Linguistics; *Linguistic Theory; Program Design; Undergraduate Study

IDENTIFIERS- State University of New York Coll at Old Westbury

Over 75 years ago, a British report on education commented on the confusion of aims in English language teaching, citing the quality of teaching, unsuitable textbooks, and lack of a coherent sense of purpose. Experience has shown that undergraduate linguistics has not come far since then. In the experimental, interdisciplinary program at the State University of New York, College at Old Westbury, students were found to be unprepared to cope with the curriculum because they lacked appropriate skills in hierarchical organization, generalization, and categorization, and did not know how to structure a problem to solve it. This suggests that the aims of the undergraduate linguistics course should be different from those of the graduate curriculum, with the greatest barrier to be overcome being the students' resistance to the challenges and responsibilities of thinking for themselves. In addition, the theoretical and technical aspects of the discipline, following the Bloomfieldian emphasis on methodology and analytical technique, may be unsuitable for undergraduate study. Linguists' bias toward the theoretical should not be allowed to control the curriculum to the exclusion of other valuable approaches to integrating other disciplines such as psychology and sociology, which may be more appropriate for the undergraduate level. (RSE)

ED 292 328

FL 017 245

Levin, Nancy

Teaching Linguistics to Non-Linguistics Majors. Linguistics in the Undergraduate Curriculum, Appendix 4-N.

Linguistic Society of America, Washington, D.C.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE- Dec 87

NOTE- 9p.; In: Langendoen, D. Terence, Ed., Linguistics in the Undergraduate Curriculum: Final Report; see FL 017 227. Document contains broken type.

GRANT- EH-20558-85

Usage; *Oral Language; Second Language Instruction; *Spanish;
Verbs; *Vocabulary Development; *Word Frequency

Previous research on Spanish vocabulary for second language instruction has focused primarily on word frequency in a variety of print sources, and has the added disadvantages of being outdated and having too complex a format. A new, computer-based analysis of spoken Spanish from different dialect regions of the world was undertaken to provide more useful information for teaching core vocabulary. The results are similar to those of earlier studies, showing that: there is considerable semantic divergence in personal vocabulary choice; function words comprise the vast majority of high frequency vocabulary; a nucleus of common adverbs provides a basis for general instruction; a nucleus of eight common adjectives also provides a basis for general instruction; the 10 most frequent verbs account for more than half of total usage; four verb tenses account for over 80 percent of forms used; the present tense accounts for over 50 percent of forms used; the infinitive is the second most used verb form; some individual conjugated forms comprise large proportions of overall frequency; some verb forms occur in less than one-half of the one percent of usage; and some verb forms tend to "specialize" in a limited number of forms. The results and their implications for instructional approaches and emphases are discussed. (MSE)

ED 292 342

FL 017 259

Bolton, Sibylle

Proficiency Orientation, Vocabulary, and Selected First-Year College German Textbooks.

PUB DATE- 88

NOTE- 10p.; In: Lalande, John F. II, Ed., Shaping the Future of Language Education: FLES, Articulation, and Proficiency. Report of Central States Conference on the Teaching of Foreign Language; see FL 017 249.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Second Language Programs; Comparative Analysis; Educational Strategies; *German; Higher Education; Introductory Courses; *Language Proficiency; Second Language Instruction; Speech Skills; *Textbook Content; *Textbook Evaluation; Textbook Research; *Vocabulary Development

students' conceptualizations of social deviance vary from the meanings intended in an English-language sociology textbook and also its Finnish translation; and (4) "Translation Science and Contrastive Linguistics: Boundary Clearing and a Neighbourly Handshake" (Inkeri Vehmas-Lehto), a discussion of the differences and mutual contributions of the fields of translation and contrastive linguistics. (MSE)

ED 292 358

FL 017 275

Birdsong, David

A Role for Negative Evidence in Second Language Acquisition?

PUB DATE- Dec 87

NOTE- 20p.; Paper presented at the Annual Meeting of the Linguistic Society of America (San Francisco, CA, December 27-30, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Feedback; *Grammar; Language Processing; Language Research; *Learning Theories; *Linguistic Theory; Negative Practice; *Second Language Learning

IDENTIFIERS- Metalinguistics

The utility of negative evidence as input for grammar construction in second language learning is examined. Three issues are dealt with in this paper: (1) the arguments for and against negative evidence in first and second language acquisition are paralleled; (2) the question is situated within the larger issues of learner end-products and the logical problem of first and second language learning; and (3) the learner variable of metalinguistic sensitivity is considered. Because the problem of negative evidence hinges on individual differences in information-processing characteristics and is intimately linked to questions of variation in learner end-state competence, its role in second language acquisition is best considered an empirical rather than a theoretical issue. Sixty-one references are listed. (MSE)

ED 292 359

FL 017 276

Lenoir-Rhyne College, Nebraska Wesleyan College, Simpson College, Smith College, and William Jewell College) which placed in the top third of surveyed institutions in terms of both faculty morale and satisfaction. The following preliminary findings are discussed: (1) degree of faculty satisfaction and morale is higher than expected at many liberal arts colleges; (2) high-morale colleges have congruent cultures and a strong sense of community; (3) institutional leadership practices are critical ingredients in forging strong communities and enhancing faculty morale; (4) the importance of a different conception of faculty scholarship, which emphasizes quality teaching, is growing; and (5) faculty career expectations appear different at liberal arts colleges. Three analyses are presented: "Comparison of Faculty Perceptions of the Workplace at Low and High Morale Colleges," by Ann E. Austin; "High Morale and Satisfaction among Faculty: Ten Exemplary Colleges," by R. Eugene Rice; and a tabulation of faculty responses to the survey (summary data and selected highlights and interpretations). The members of the study's task force are listed, as are the colleges surveyed. (KM)

ED 292 371

HE 021 235

Craddick, Jan

Public Funding of Private Higher Education.

PUB DATE- Feb 87

NOTE- 78p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Constitutional Law; Court Litigation; Educational Finance; *Federal Aid; *Financial Support; Grants; Higher

Education; Legal Responsibility; Merit Scholarships; Political Influences; *Private Colleges; Scholarships; School Support; *State Aid; State Federal Aid; *Student Financial Aid; Two Year Colleges

IDENTIFIERS- *Alaska; Sheldon Jackson College AK

The State of Alaska and many other states are concerned with the issue of public funding of private institutions. Alaska's State Tuition Equalization Program was ruled unconstitutional in 1976; currently there are no grants programs for students wanting to attend public and private institutions of higher education. The importance of federal and state programs affecting public and private institutions is discussed, with statistics from Sheldon Jackson College in Sitka, Alaska, used as examples. A study was

Grace, Judy Diane

Role Orientation Shifts for Higher Education Graduate Students: The Wisdom of Educational Leave for Community College Practitioners. ASHE Annual Meeting Paper.

PUB DATE- Nov 87

NOTE- 18p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Faculty; *Community Colleges; *Faculty College Relationship; *Graduate Students; Higher Education; Postsecondary Education as a Field of Study; Professional Associations; *Role Perception; *Socialization; *Teacher Attitudes

IDENTIFIERS- *ASHE Annual Meeting

Role orientation of 14 community college practitioners who are also advanced graduate students in Higher Education Administration programs is considered. The orientations were placed along a continuum, one extreme describing a "local" orientation, identifying with the values and norms of the employing institution. The other extreme described a "cosmopolitan" orientation, identifying with groups outside the employing institution. Six of the graduate students came from several programs, while eight came from the same graduate program. Students in both groups tended to cluster toward the cosmopolitan end of the continuum of role identification. Fifty percent were placed toward cosmopolitan identity, 16.7% toward local identity, and 33.3% were of mixed orientation. The student-practitioners experienced a shift in role orientation from identifying with the employing institution to that of a group outside the institution, in this case, the role of expert developed through the graduate school experience and through exposure to an outside group of professionals. Twenty-six references are cited. (SW)

ED 292 386

HE 021 250

Lazier, G. Gregory; Dooris, Michael J.

Is Higher Education Confronting Faculty Shortages? ASHE Annual Meeting Paper.

Buffington, Susan P.; And Others

Successful Strategies in Small College Enrollment. ASHE Annual Meeting Paper.

PUB DATE- Nov 87

NOTE- 22p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Change Strategies; College Admission; *Enrollment Trends; Higher Education; Institutional Mission; Liberal Arts; Marketing; *Private Colleges; *Small Colleges; *Student Recruitment; *Undergraduate Students

IDENTIFIERS- *ASHE Annual Meeting; *Enrollment Management

Strategies used by small liberal arts colleges to maintain adequate enrollment levels were assessed, with attention to colleges that were classified as private liberal arts II colleges by the Carnegie Commission. The baccalaureate degree was the highest degree offered by the colleges in programs in the arts and sciences and in teacher preparation. Only those colleges with 1985 enrollment of between 650 and 1,500 students were considered. The survey developed for this study was sent to each institution in an intentional sample of 79 colleges; a total of 55 completed instruments was returned for a response rate of 70 percent. Those institutions consisted of 20 colleges with declining enrollment, 14 with stable enrollment, and 21 whose enrollment was increasing. The findings indicate that these traditional liberal arts colleges as a whole have not greatly deviated from their liberal arts focus, at least philosophically. Use of the following adaptive strategies was assessed: changes to attract and retain students, receptiveness to change, and types of decision-making information in use. Use of interpretive strategy approaches were also considered: focus for the academic program, initiative with external groups, communication and cooperation within the institution, presidential impact, and strength of institutional mission. Included are 19 references. (SW)

ED 292 413

HE 021 279

Young, Raymond J.

The Role of Historical Research in Higher Education. ASHE Annual

Meeting Paper.

PUB DATE- Nov 87

NOTE- 15p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *American Indians; Case Studies; *Educational Research; *Evaluation Methods; *Higher Education; History; Primary Sources; Research Methodology; *Resource Materials

IDENTIFIERS- *ASHE Annual Meeting; *Historical Methods

The role and purposes of historical research in the study of higher education are considered, and essential processes in employing historical methodology are identified. An historical study underway of Native American tribally controlled community colleges heavily utilizing primary sources is cited as a case in point of how lessons learned from historical analysis can possibly be used in the future development and modification of policies. It is noted that historical research can illuminate current problems and act as a tempering influence. There is a need for historical research to produce a faithful record of events. There is need also for historical research aimed at suggesting, through a study of previous events, generalizations for guiding behavior. Three essential processes in using historical methodology are: data collection from documentary primary and secondary sources; criticism of data through assessing the genuineness of information sources; and the presentation of information in accurate and readable form. Much more use of historical analyses is recommended to supplant studies using descriptive research approaches. A bibliography of previous related research is included. Included are 10 references. (SW)

ED 292 414

HE 021 280

Rest, James R.

NOTE- 156p.
AVAILABLE FROM- Georgetown University Press, Intercultural Center,
Room 111, Washington, DC 10057 (cloth, ISBN-0-87840-467-8, \$12.95;
paper, ISBN-0-87840-467-6, \$7.95).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Books (010) Collected Works - General (020)

DESCRIPTORS- Art Education; *College Programs; Educational
Philosophy; Educational Theories; General Education; *Graduate
Study; Higher Education; History Instruction; *Humanities
Instruction; *Interdisciplinary Approach; *Liberal Arts;
Philosophy; Psychology; Sciences; *Social Sciences; Theological
Education

Thirteen essays describe the interdisciplinary approach of the
graduate liberal studies program from the point of view of each of
the disciplines involved: philosophy, history, art, literature,
social science, psychology, science, and theology. The following
are included: "Graduate Liberal Studies Programs: Origin and Aims"
(Phyllis O'Callaghan); "Research and Liberal Learning" (Richard B.
Schwartz); "Reading Theology" (John F. Haught); "Science,
Technology, and Society" (Thomas P. McManus); "Learning in the
Social Sciences: Some Advice" (James Fremming); "Understanding
History" (Phyllis O'Callaghan); "Teaching Literature in a Liberal
Studies Program" (Michael J. Collins); "Seeing Art as Cultural
Inquiry" (Diane Apostolos-Cappadona); "Philosophy as a Mode of
Liberal Learning" (Jesse Mann); "Reading Psychology: Insights and
Pitfalls" (Darlene Howard); "Method and Meaning in Liberal Studies"
(James W. Thomasson); "The Discipline of Dialogue: The Contribution
of Philosophy to a Liberal Studies Program" (Francis Ambrosio); and
"The Wisdom of Merlyn" (Mary Anne Grant), a student's perspective
on liberal studies. (KM)

ED 292 428

HE 021 313

Bibliography of Available Literature Relating to the Recognition of
Studies, Diplomas and Degrees and to International Mobility in
Higher Education. 1987.

United Nations Educational, Scientific, and Cultural Organization,
Bucharest (Romania). European Centre for Higher Education.

PUB DATE- 87

NOTE- 122p.; For the 1985 edition, see ED 270 041.

LANGUAGE- English

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Aids; *Audiovisual Instruction; *Cost
Effectiveness; Costs; *Distance Education; Educational Technology;
Foreign Countries; Postsecondary Education; *Teaching Methods;
*Vocational Education
IDENTIFIERS- *Europe (West)

This discussion of the usefulness of audiovisual technology for vocational training begins with a brief overview of changes in vocational training in Europe with the introduction of open learning and distance teaching methods and the increase in technologies available to trainers. Procedures for deciding on appropriate audiovisual media are then considered, with an emphasis on the context of the decision, e.g., the training needs of a large manufacturer vs. those of a service industry. Criteria for this decision-making process are discussed, including the issues of access, i.e., when and where the employee will learn; costs for the production and delivery of instructional materials in various media formats; the presentational characteristics of audiovisual media as they relate to teaching strategies; the control over the medium that is available to the learner, e.g., broadcasts vs. cassettes; and the policies and structures within a training organization that can support or hinder the use of audiovisual media for training. Some general recommendations for the design of a training system using audiovisual media conclude the paper. The text is supplemented by four tables. (EW)

ED 292 442

IR 013 194

Bates, A. M.
Television, Learning and Distance Education. IET Paper No. 262.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational
Technology.
PUB DATE- 29 May 87
NOTE- 29p.; Inaugural Lecture delivered at the Open University
(Bucks, England, May 29, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)

policies designed to achieve a much higher level of broadcasting and telecommunications service in the territory. The text is supplemented by photographs, a table summarizing the policy options, and a glossary of terms. (EW)

ED 292 458

IR 013 211

Wilson, G. Robert

Computer-Assisted Registration and Student Statistics Reporting System.

PUB DATE- Dec 87

NOTE- 33p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Adult Education; *Community Schools; *Computer Software;

Keyboarding (Data Entry); *Microcomputers; *Online Systems;

Postsecondary Education; Recordkeeping; *School Registration;

Secondary Education

IDENTIFIERS- BASIC Programing Language; IBM Personal Computer

This report describes the development and evaluation of a computer-assisted, student-interactive registration program that was designed for a community school in southeastern Florida which offers courses in the curricular areas of adult basic education, GED, adult high school, business and office education, home economics, industrial education, marketing, public service, life-long learning, and education for personal improvement. The system was also designed to provide statistical information. Although the median time of 7.25 minutes for adult students to enter data into the system was significantly longer than the 5.3 minute median time for hand entry of data, the total mean registration time was reduced from 14.4 to 14.1 minutes. The shortest individual computer time was 2.35 minutes, and the longest was 25.75, with a 23.4 minute range. The reason for this broad range was a lack of keyboarding skills, especially on the part of older males in manual-skill occupations, and unemployed older females. Responses to a brief online attitude survey were overwhelmingly positive, with 97% of the students reporting that the program was easy to use, they liked it, and they thought that it should be continued. Administrative personnel were similarly positive in their evaluations. The text is supplemented by three figures and four tables, and a four-item bibliography is provided. Five appendices provide survey data and other program information.

PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Bibliographic Databases; *Cataloging; Cost Effectiveness; Elementary Secondary Education; Information Retrieval; *Library Materials; *Library Technical Processes; Literature Reviews; Media Specialists; Nonprint Media; *Optical Data Disks; Program Effectiveness; School Districts; *School Libraries; School Surveys; Users (Information)
IDENTIFIERS- BiblioFile Intelligent Catalog

This document summarizes the selection, configuration, implementation, and evaluation of BiblioFile, a CD-ROM based bibliographic retrieval system used to catalog and process library materials for 103 school centers in the Palm Beach County Schools (Florida). Technical processing included the production of spine labels, check-out cards and pockets, and catalog sets for both print and nonprint media by the school district's Department of Instructional Support Services. Initiation of the study resulted from a need for existing support personnel to catalog and process ever-increasing numbers of library books and amounts of audiovisual materials for a large and fast-growing school district. Included are a profile of the department; a comprehensive review of the related literature; and a detailed presentation of the procedures followed during the selection, configuration, and implementation stages of the project. The evaluation of the newly implemented system for end-user effectiveness via an eight-item survey of 103 district media specialists is described, as well as a time-cost study of the administrative system which compared the productive capability of the system with previously employed manual methods. Pertinent data and implications resulting from the survey and the time-cost study are discussed in detail. The final system configuration and a revised set of cataloging and processing procedures are appended. (Author/CGD)

ED 292 473

IR 052 321

Censorship: A Lengthy History, a Continuing Battle and Resource List of Censorship-Related Materials.

American Society of Journalists and Authors, Inc., New York, NY.

PUB DATE- Mar 87

NOTE- 8p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Historical Materials (060) Opinions/Personal

Moench, Charles

Iowa System of Merged Area Schools.

Iowa State Dept. of Education, Des Moines.

PUB DATE- Apr 88

NOTE- 20p.; Updated copy of paper initially prepared in 1987 as the "Iowa Narrative: Information for National State Community College Systems Information Project."

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College Curriculum; College Programs; Community Colleges; Degrees (Academic); *Educational Finance; *Educational History; *Enrollment; Expenditures; Full Time Equivalency; Governance; Regional Schools; State Colleges; State Surveys; Two Year Colleges; Two Year College Students

IDENTIFIERS- *Iowa

An overview is provided of the organization, history, governance, finances, programs, and enrollment of the merged area schools in Iowa, a statewide system of 15 public two-year postsecondary educational institutions. The first section describes the state's two-year college system and its legislatively mandated mission. The next section reviews the 70-year history of the area schools, focusing on legislative influences, enrollment trends, fiscal considerations, changes in mission, and cooperative and economic development activities. After examining the governance structure of the system and outlining the role and responsibilities of the local boards of directors and the State Board of Education, the report offers information on the four major sources of revenue for the system: tuition and fees, local taxes, state general aid, and reimbursement programs. In addition, expenditures by function and category are reviewed for fiscal year 1987, and the new foundation formula for funding area colleges is explained. The next section looks at the comprehensive curricula offered by the colleges in the areas of adult basic education and high school completion courses, continuing and general education courses, supplementary vocational courses, college-parallel arts and sciences courses, preparatory vocational programs, special needs programs, customized training programs, programs for secondary school students, avocational and recreational courses, and programs for institutionalized individuals. This section also reviews the degrees and awards offered by the colleges. The final section offers a breakdown of

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- College Faculty; College Programs; Community Colleges; Degrees (Academic); Educational Facilities; *Educational Finance; *Enrollment Trends; Expenditures; Income; *Institutional Characteristics; School Personnel; *Student Characteristics; Two Year Colleges; Two Year College Students

Austin Community College's (ACC) fact book series is designed to inform internal decision making and planning by providing data and projections for programs and services, enrollments, staff, facilities and finances. The 1986-87 edition contains: (1) a historical profile of the growth of the college, an examination of enrollment and population trends, and a discussion of the changing role and scope of ACC; (2) a list of ACC's associate of arts, associate of applied science, and certificate programs, and statistical data on the learning resources system and the provision of library services; (3) enrollment data on semester-length programs, including an overview of enrollment growth in vocational and academic programs and statistics on degrees and certificates awarded; (4) information on quarter-length programs in adult basic education, adult vocational education, community services, business development, and vocational/technical certificates; (5) a profile of credit students by age, sex, ethnicity, day/evening classification, and basis of admission, with separate sections on students receiving financial aid and international students; (6) information on the numbers and characteristics of ACC personnel; (7) descriptions of the facilities occupied by ACC; (8) budget and finance data; (9) enrollment comparisons with other Texas community colleges; and (10) a glossary. (JCH)

ED 292 502

JC 880 130

Taylor, Lyndon E.; Head, Fred L.

Restructuring the Community College at the Yorba Linda Education Center.

North Orange County Community Coll. District, Fullerton, Calif.

PUB DATE- 88

NOTE- 20p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Change Strategies; Community Colleges; Community Services; *Curriculum Development; *Delivery Systems; Educational Change; *Educational Innovation; Educational Trends; *Fund Raising;

non-registrants performed at college-level on the reading test. Among the potential students for whom English was a second language, there were no significant differences in the placement test scores of registrants and non-registrants. Though, in general, the students who registered had slightly higher scores than those who did not register, many of the students who did not register performed at college-level on the placement tests, suggesting that CCP might consider additional strategies to encourage enrollment when a potential student is tested. (UCM)

ED 292 515

JC 880 151

Student Growth in Self Concept. Institutional Research Report #11. Philadelphia Community Coll., PA. Office of Institutional Research.

PUB DATE- Dec 86

NOTE- 17p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- College Freshmen; College Role; Community Colleges; Organizational Effectiveness; *Outcomes of Education; *Self Concept; *Self Concept Measures; Student Characteristics; *Student Development; Test Reliability; Two Year Colleges; *Two Year College Students

IDENTIFIERS- Affective Perception Inventory (Soares and Soares); Self Concept Scale

A study was conducted at the Community College of Philadelphia (CCP) to evaluate the college's effectiveness in developing students' self-confidence and sense of individual responsibility. Two paper-and-pencil instruments were selected for use in the study: the Self Concept Scale (SCS), which measured decision making, interpersonal relations, responsibility, citizenship, and career planning; and the Affective Perceptions Inventory (API), which measured school perceptions and self-concept. The instruments were completed in class or at graduation rehearsal, with 601 students responding to the SCS and 613 completing the API. Study findings included the following: (1) analysis of SCS responses indicated that sophomores rated their level of self-concept significantly higher than freshmen, with the largest differences associated with decision making and interpersonal relations; (2) freshmen rated themselves lowest in the areas of decision making and interpersonal skills and highest in citizenship and responsibility; (3) sophomore ratings on the API scale were

between student withdrawal and entering reading comprehension test scores; (6) by fall 1986, five of the 22 students who had transferred had completed bachelors degrees; (7) students enrolled in only remedial classes did not do as well as students enrolled concurrently in a remedial class and other credit classes; and (8) 67% of the students who completed the reading class and 71% of those who completed the writing class took no other English classes at Mt. SAC. (UCH)

ED 292 529

JC 880 172

Directions toward the Year 2000. Strategic Plan, Mt. San Antonio Community College.

Mount San Antonio Community Coll. District, Walnut, CA.

PUB DATE- Sep 87

NOTE- 26p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College Instruction; *College Planning; College Programs; Community Colleges; *Educational Facilities Planning; Futures (of Society); *Long Range Planning; *Organizational Objectives; *Program Development; *School Community Relationship; Student Personnel Services; Two Year Colleges

IDENTIFIERS- *Strategic Planning

This booklet presents Mt. San Antonio College's (Mt. SAC's) long-range goals and specific action priorities in an effort to focus planning on the year 2000. Introductory comments discuss the purpose of strategic planning and Mt. SAC's planning orientation. The next sections list goals and objectives with respect to: (1) the improvement of existing institutional programs and the development of new instructional programs; (2) the centralization and expansion of student services; (3) the improvement of maintenance, energy conservation, and other aspects of the physical plant; and (4) the development of programs and the conduct of research for the improvement of relations with local government agencies, business, industry, and other segments of the community. (UCH)

Flaim, Denise

Child Care for State Employees: A 50-State Survey.
National Conference of State Legislatures, Denver, CO.

REPORT NO.- ISBN-1-55516-184-7

PUB DATE- Feb 88

NOTE- 15p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Cost Effectiveness; *Day Care; Educational Quality;
*Fringe Benefits; *Government Employees; National Surveys; Program
Improvement; *State Programs

To respond to the need for information about states' provision of child care services to state employees, the National Conference of State Legislatures conducted a 50-state survey on the status of state employee child care. The survey's purpose was to quantify state efforts to increase the affordability, availability, accessibility, and quality of child care for parents employed by the state. This paper provides background information about employer-supported child care, reports the results of the survey, and provides a list of contacts in the states. It was found that half of the states provided some type of child care support for state employees. Many programs of limited scope were tests of the feasibility and effectiveness of larger programs. State legislatures in a number of states without such programs are currently considering the provision of them. The trend in state legislatures is toward a coordinated approach to family, children, and work. States recognize that efforts to improve accessibility affect the affordability of child care, and efforts to improve the affordability of child care affect its quality. High quality, subsidized on- and near-site centers have been the most common way to approach all three issues simultaneously. Because of the high costs and commitment required by such programs, employers have begun to implement alternative, cost effective approaches. (RH)

ED 292 544

PS 017 206

Hills, Belen C.; Stevens, Ann

Parental Role Perceptions of Young Children with Employed and
Nonemployed Mothers.

PUB DATE- 84

Children's Defense Fund, Washington, D.C.

SPONS. AGENCY- Charles H. Revson Foundation, Inc., New York, NY.; New York Community Trust, N.Y.; Rockefeller Family Fund, Inc., New York, N.Y.

REPORT NO.- ISBN-0-938008-64-1

PUB DATE- 88

NOTE- 359p.

AVAILABLE FROM- Children's Defense Fund, 122 C Street, N.W., 4th Floor, Washington, DC 20001 (\$14.95, plus \$1.50 postage).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Child Abuse; *Child Advocacy; *Childhood Needs; Child Neglect; Civil Rights; Day Care; Disabilities; Early Parenthood; Education; Family Income; *Federal Government; Federal Legislation; *Government Role; Health; *High Risk Persons; Homeless People; Housing; Juvenile Courts; *Poverty; Prevention; Public Policy; Runaways; Youth Employment

IDENTIFIERS- *Childrens Defense Fund; Congress 100th; Project Head Start; Reagan Administration

The introduction to this analysis of the federal budget and investment in children in 1988 argues that American children are not physically, educationally, economically, or spiritually safe. The introduction also describes characteristics of the children; specifies a five-point policy agenda for 1988 that emphasizes preventive measures; and discusses 10 steps advocates can take in implementing the new agenda. Subsequent sections provide a description of the legislative agenda of the Children's Defense Fund (CDF) for the 100th Congress, the CDF's nonpartisan voting record of 1987, and an executive summary. Other sections focus on health, family income, homelessness and housing, food assistance, education, youth employment, prevention of adolescent pregnancy and development of youths' self-sufficiency, child care, Head Start, abused and neglected children and others with special needs, runaway youths and others in the juvenile justice system, and civil rights. In each major section, substantive discussion depicts the scope, causes, and effects of the problem; describes positive and negative aspects of current Federal programs; critiques the Reagan administration's proposals for 1989; and states the CDF's recommendations for action. Appendices provide extensive data on children, poverty, and federal programs; information about Congress; and lists of resource organizations and the staff of the CDF. (RH)

Marshall, Mary G.; And Others

Child Care: A Family Day Home Care Provider Program. Evaluation Report and Report Summary.

Texas A and M Univ., College Station. Texas Agricultural Extension Service.

SPONS. AGENCY- Texas State Dept. of Human Services, Austin.

PUB DATE- 87

NOTE- 46p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Background; *Child Caregivers; *Family Day Care;

*Program Effectiveness; Program Evaluation; *State Programs;

*Training

IDENTIFIERS- *Texas; Texas Agricultural Extension Service

Evaluation of Texas' statewide, 4-week Family Day Home Care Provider Program (FDHCPP) indicated that the program, with certain changes in procedures, should be continued. The FDHCPP used the existing network of Texas Agricultural Extension Service agents as managers to disseminate information to family day care providers on the topics of business management, health and safety, child development and guidance, and nutrition for young children. After an overview of the background of the program and the methodology of program evaluation, findings are discussed which indicate: (1) characteristics of participating child care providers; (2) practices changed as a result of the program; (3) knowledge gained by participants; and (4) participants' attitudes about program procedures and resource materials. These materials included four 20-minute videotape programs used to heighten interest and introduce recommended practices to providers, and a study manual containing narrative information, suggested activities, multiple-choice questions for self-evaluation, and various bulletins and resources for reference. In its conclusion, the report briefly lists recommended procedural changes and indicates the next stage of program implementation. Aspects of program participation by county are tabulated in an appendix. Also appended is a summary of the report. (RH)

PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Attention Deficit Disorders; Guides; *Kindergarten
Children; *Learning Activities; *Learning Centers (Classroom);
Learning Motivation; *Listening Skills; *Parent Participation;
Primary Education; Story Telling; Student Motivation; Workshops
The primary goals of this practicum were to improve the listening
skills of 47 kindergarten children attending half-day classes at an
elementary school in a residential suburban community, and to
remediate the attentional deficits of 2 students. Additional goals
were to elicit the cooperation of parents in developing good
listening habits in their children, and to share information about
listening skills with fellow teachers. Activities implemented
included: (1) the use of a listening center table; (2) daily group
activities devoted to listening activities and games; (3) a
motivational incentive program for good listening; (4) story time;
(5) a dissemination workshop for teachers; and (6) distribution of
related information to parents. Evaluation data indicated that
listening skills improved in 45 of 47 children. Children with
attentional deficits improved slightly late in the intervention.
Parents were enthusiastic and cooperative, but few conducted
follow-up activities at home. Related materials, such as sample
pages from a manual prepared for the listening workshop, are
appended. (RH)

ED 292 587

PS 017 276

Russell, Milicent D.

Improving the Performance of Second Grade Students in Math By
Increasing Interest, Motivation, and Application to Everyday
Experiences.

PUB DATE- 88

NOTE- 110p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Blacks; *Elementary School Students; *Instructional
Materials; Learning Motivation; *Mathematics Skills; Primary
Education; *Reinforcement; *School Schedules; *Student Improvement
IDENTIFIERS- *Practical Knowledge

Because low-achieving second-grade students were not motivated to
acquire math skills, a teacher employed at a large, inner-city
elementary school with a black student population implemented a
practicum aiming to improve acquisition of mathematics skills.

Bode, Frances

"Color Me Healthy." Risk Reduction for Indian Children through Good Nutrition.

PUB DATE- May 87

NOTE- 13p.; Paper presented at the Indian Health Promotion Conference (Denver, CO, May 26-29, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Education; American Indian Education; *American Indians; *Children; Eating Habits; *Health Needs; Health Services; Mothers; *Nutrition; *Parent Role; Physical Health; *Pregnancy

IDENTIFIERS- Indian Health Service

Life expectancy among certain American Indian tribes is only 50 years of age as compared with 74.6 years for the general population. Leading causes of death among Indian infants continue to be respiratory, digestive, infective, parasitic disease, and congenital malformations. Child obesity, dental caries, atherosclerosis, iron deficiency anemia, and otitis media are prevalent. All are related to lack of good nutrition and inadequate living standards. Changes from traditional diets have produced an intake consisting of 54% fat, 30% carbohydrates, and 15% protein. Mothers or family caretakers have the most vital role in forming healthful eating practices for themselves and their families. Proper weight gain during pregnancy and avoidance of alcohol and drugs are critical to the birth of a healthy infant. Intolerance to milk, common among adult Indians, must be compensated for by inclusion of other dairy products in the diet to assure adequate calcium levels. The Indian Health Service endeavors to educate and train young mothers and families in a life style that will retain their health and vigor through many years. (NEC)

ED 292 601

RC 016 557

Rowan, Madeline Bronsdon

Native Indian Youth in Museums: Success in Education at the U.B.C. Museum of Anthropology.

PUB DATE- Jun 87

NOTE- 17p.; Paper presented at the World Conference of Indigenous Peoples' Education (Vancouver, British Columbia, Canada, June 8-13,

PUB DATE- 83

NOTE- 4p.

AVAILABLE FROM- Laboratory Safety Workshop, Curry College, Milton, MA 02186 (free while supply lasts).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *College Science; Hazardous Materials; Higher Education; Laboratory Equipment; *Laboratory Procedures; *Laboratory Safety; Pamphlets; Safety Education; *School Safety; Science Education; Science Laboratories; Secondary Education; *Secondary School Science

This pamphlet offers suggestions for improving laboratory safety. It is based on the notion that having an understanding of inherent hazards and learning how to be safe should be an integral and important part of science education. It is organized into "steps requiring minimal expense" and "steps requiring moderate expense." Included in these guidelines are suggestions for procedural, equipment, and personnel practices. A list of nine references is given, with an address and price for each. (CW)

ED 292 614

SE 048 956

Wivagg, Daniel E.; Moore, Randy

Current Trends in Biology Education.

National Association of Secondary School Principals, Reston, Va.

PUB DATE- Dec 87

NOTE- 7p.

AVAILABLE FROM- National Association of Secondary School Principals, 1904 Association Dr., Reston, VA 22091 (2-10 copies \$1.00, 11-99 \$.75, 100 or more \$.60).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)

DESCRIPTORS- *Biology; Bulletins; *Educational Trends; National Programs; Program Content; *Program Descriptions; Science Education; Science Programs; Secondary Education; *Secondary School Science; *Teacher Characteristics

This newsletter reports on the status of biology education in the United States. It states that biology has entered its "golden age"

Using Knowledge To Build Knowledge: The Thematic Approach to Content Reading.

North Dakota Univ., Grand Forks. Center for Teaching and Learning.

PUB DATE- Apr 88

NOTE- 11p.

AVAILABLE FROM- INSIGHTS, Center for Teaching and Learning, Box 8158, University of North Dakota, Grand Forks, ND 58202 (\$3.50 per subscription).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Cloze Procedure; *Content Area Reading; *Elementary School Science; Elementary Secondary Education; Junior High Schools; Middle Schools; *Reading Comprehension; *Reading Improvement; *Reading Skills; *Reading Strategies; Science Education; Secondary School Science

Children who have difficulty reading content materials are sometimes found to read fiction quite well. These children may not have the conceptual knowledge they need to relate the text material to their own lives. Children may experience difficulty reading content texts because they do not actively try to relate to and build knowledge from one situation to the next. Because of the shallow presentation and disorganization of content in some texts, children are required to make inferences and contribute all the meaning. This themed approach helps address these concerns in that it builds the learner's background for the print by giving real experiences which capture the child's interest in learning, facilitates independence in learning and active involvement, and provides well written texts. This approach also uses a variety of materials and activities to develop skills, strategies, and interest in reading. These include charts, poems, recipes, and games. An example of such an approach is included. Strategies and activities demonstrated are: (1) a cloze activity; (2) charting questions; (3) reading strategies; (4) non-print resources; (5) semantic webbing; and (6) a recipe. All involving a unit on bats as an example. Activities stress that readers need to use the semantic, syntactic, and graphophonic cueing systems in a balanced and effective way. Risk taking, like effective use of strategies, is modeled, guided, and reinforced whenever possible. (CW)

supply lasts).

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Awards; *College Science; Doctoral Programs;

*Government School Relationship; *Graduate Students; Higher Education; *School Business Relationship; Science and Society; Science Education; *Student Research

IDENTIFIERS- *National Science Foundation

The National Science Foundation (NSF) first announced the Presidential Young Investigator (PYI) awards program in January 1983 as part of the Fiscal Year 1984 budget submitted by the President to Congress. This program addresses the growing faculty shortages in highly competitive fields of engineering and science. The PYI awards represent a partnership between the investigators, their institutions, private industry and the Federal Government. The NSF provides each awardee with an annual base grant of \$25,000 for up to five years. It will also provide up to \$37,500 in additional funds each year on a dollar-for-dollar matching basis to funds made available to the awardee from the industrial sector. The grantee institution guarantees the academic-year salary of awardees at that institution. Altogether, this five-year package provides a significant start to an academic teaching and research career. The principal purpose of this booklet is to provide information to facilitate the interaction between PYI awardees and potential industrial sponsors. Section I outlines the major terms and conditions of the awards, and highlights those areas which are likely to be of interest in awardee-industry interactions. Section II contains the research interests and other information for the awardees of 1986. This information was provided by the awardees. Sections III and IV list the active 1985 and 1984 PYIs, their institutions, and fields of research. The research interest statements included were provided by the awardees. In Section V, NSF acknowledged those industrial organizations that have provided matching support for the awardees. (TW)

ED 292 643

SE 048 992

Educational Technology Center First Year Report.

Educational Technology Center, Cambridge, MA.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Nov 84

NOTE- 54p.; For the second and third year reports, see SE 048

ED 292 657

SE 049.008

Magnetic Resonance Imaging. Statement, National Institutes of Health Consensus Development Conference (Washington, D.C., October 26-28, 1987). Volume 6, Number 14, October 26, 1987.

National Institutes of Health (DHHS), Bethesda, Md.

PUB DATE- 87

NOTE- 12p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Proceedings (021)

DESCRIPTORS- *Medicine; *Physics; *Radiology; Research and Development; *Safety; Science and Society; *Technological Advancement

IDENTIFIERS- *Magnetic Resonance Imaging

Magnetic resonance imaging (MRI) is a new technique that affords anatomic images in multiple planes and may provide information on tissue characterization. This document describes how MR images are obtained and discusses how they differ from those produced by x-rays. The major portion of this report covers a conference held in October, 1987, which was designed to deal with safety and efficacy of the MRI method. The report provides evidence that was presented at the conference regarding the following questions: (1) are there contraindications to or risks of MRI? (2) what are the technological advantages and limitations (and disadvantages of MRI)? (3) what are the clinical indications for MRI, and how does it compare to other diagnostic modalities? and (4) what are the directions for future research in MRI? (TW)

ED 292 658

SE 049 010

Barnes, Marianne Betkouski; Conklin, Kathy

A Review of Memory Systems and Implications for Research into the Learning Process.

PUB DATE- Apr 88

LANGUAGE- Japanese
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Evaluative/Feasibility
(142) Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Patterns; Foreign Countries; *Interaction
Process Analysis; *Mothers; *Parent Child Relationship; Parent
Role; *Stuttering
IDENTIFIERS- Japan

The study examined inadequate behaviors of Japanese mothers with their stuttering children. Video tape recordings of playing situations of five stuttering children (ages 3-5) and their mothers and five non-stuttering children and their mothers were evaluated using two rating check lists. Results found differences in the behaviors of the two groups of mothers, with mothers of stuttering children often demonstrating inadequate behaviors. (Author/DB)

ED 292 266

EC 202 048

Nagasaki, Tsutomu; And Others
A Study on the Language Intervention by Cognitive-Pragmatic Approach
(II).

Tokyo Gakugei Univ. (Japan). Research Inst. for the Education of
Exceptional Children.

PUB DATE- 87

NOTE- 12p.

LANGUAGE- Japanese

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Journal Articles (080) Reports - Evaluative/Feasibility
(142)

DESCRIPTORS- *Cognitive Development; Communication Skills;
*Educational Games; Foreign Countries; Instructional Effectiveness;
*Intervention; *Language Acquisition; *Language Handicaps; Primary
Education

IDENTIFIERS- Japan

Three 5-year-old Japanese children with no meaningful words were the subjects of an intervention program. The subjects and therapists played the "shopping game" (in the first term) and the "riding car game" (in the second term) with rules within the subjects' cognitive ability and in a setting designed to facilitate communication with others. Subjects' responses in the games were assessed by checklists which evaluated cognitive level of student responses. Communication levels were assessed by the length of the "communication unit" and the frequency of functional communication

education service delivery for limited English proficient (LEP) Hispanic students who have been placed in programs for the learning-disabled, speech handicapped, and mentally retarded. The objectives of Part III of this study were: (1) identify the characteristics of Hispanic students referred, assessed, and placed in speech and/or language handicapped programs; (2) examine district policies and practices governing special education services for LEP students; (3) determine implications for improving policies and practices in the referral, assessment, and placement of these students; and (4) suggest future research directions. Speech and or/language handicapped LEP Hispanic students (n=124) in grades 2-5 in three large urban school districts in central Texas provided the sample. Descriptive statistical procedures were used to analyze data on student demography, referral, eligibility, speech and language evaluations, and placement. Results indicated that the procedures used by speech and language pathologists in the identification and diagnosis of communication disorders virtually ignored students' LEP status. Analysis of school district policies showed that little information was provided concerning safeguards to protect LEP students from being inappropriately placed in special education. Preliminary recommendations for delineating policy and improving practice are offered. A 90-item reference list is included. (JDD)

ED 292 281

EC 202 064

Phelps, L. Allen; And Others

A Parent's Guide to Vocational Education. News Digest Number 8.

Interstate Research Associates, Inc., Washington, D.C.; National

Information Center for Handicapped Children and Youth, Washington, DC.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- Aug 87

NOTE- 13p.

GRANT- G0084C3500

AVAILABLE FROM- National Information Center for Handicapped Children and Youth, Box 1492, Washington, DC 20013 (free).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Collected Works - Serials (022)

DESCRIPTORS- Career Choice; *Career Development; Career Planning;

Curriculum; Early Childhood Education; Education Work Relationship;

On the Diachronic Source of Linguistic Universals.

PUB DATE- 29 Dec 87

NOTE- 9p.; Paper presented at the Annual Meeting of the Linguistic Society of America (62nd, San Francisco, CA, December 27-30, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; Descriptive Linguistics; *Diachronic Linguistics; Form Classes (Languages); *Language Universals; *Linguistic Theory; *Phrase Structure; *Structural Analysis (Linguistics); Uncommonly Taught Languages

IDENTIFIERS- *Agaw Languages; Clauses

A discussion of the sources of certain language universals argues that adjective/noun constructions pattern similarly to genitive/noun and relative-noun constructions because they are typical diachronic sources for adjectivals, and that relatives and genitives have the same diachronic source and thus the same set of synchronic behavior. It is also argued that the process by which relative clauses and genitives are produced can result in preposed relative clauses only in verb-final languages. Examples are drawn from a number of Nilo-Saharan, Semitic, Chadic, Cushitic, Niger-Congo, Sino-Tibetan, Austronesian, Australian, Indo-European languages, from two isolates, and from one (Hua) difficult-to-classify language. The paper presents an extensive examination of the Agaw language group. (Author/MSE)

ED 292 296

FL 017 208

Langendoen, D. Terence; McDaniel, Dana S.

Agreement in Bloomfield.

PUB DATE- Dec 87

NOTE- 11p.; Paper presented at the Annual Meeting of the Linguistic Society of America (62nd, San Francisco, CA, December 27-30, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classification; Comparative Analysis; *Grammar; *Linguistic Theory; Morphemes; Phonetics; *Syntax; Uncommonly Taught Languages

IDENTIFIERS- Menominee

A discussion of Leonard Bloomfield's theory on grammatical

ED 292 313

FL 017 230

Langendoen, D. Terence

The Status of Undergraduate Education in Linguistics in the United States and Canada. Linguistics in the Undergraduate Curriculum, Appendix 2.

Linguistic Society of America, Washington, D.C.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE- Dec 87

NOTE- 66p.; In: Langendoen, D. Terence, Ed., Linguistics in the Undergraduate Curriculum: Final Report; see FL 017 227.

GRANT- EH-20558-85

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reference Materials - General (130)

DESCRIPTORS- *Administrative Organization; *Bachelors Degrees; College Curriculum; Departments; *Enrollment Rate; Foreign Countries; Higher Education; *Linguistics; *Majors (Students); National Surveys; Undergraduate Study

IDENTIFIERS- Canada; United States

An analysis of the status of undergraduate linguistics programs in the United States and Canada includes information about 165 U.S. and 18 Canadian institutions. It presents: alphabetic and state-by-state listings of the institutions offering linguistics education, including the recent history of their participation in the Linguistic Society of America's surveys; program status (program or department, major, joint major, minor, master's and doctoral program availability); information about program administrative structure; linguistics offerings within other departments or programs; bachelor's degrees granted through the programs; enrollment rates and trends for linguistics majors and minors; and linguistics course enrollments. (RSE)

ED 292 314

FL 017 231

Ohala, Manjari; Zwicky, Arnold

Using Existing Resources To Develop an Undergraduate Linguistics

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Classroom Techniques; *College Curriculum; *Course Content; *Course Organization; Higher Education; Interdisciplinary Approach; *Linguistics; Linguistic Theory; *Nonmajors; *Relevance (Education); Student Attitudes; Transfer of Training; Undergraduate Students; Undergraduate Study

In some colleges and universities, linguistics does not have a positive image. This is due in part to the number of students that struggle through linguistic theory that they will forget once the examination or course is over. However, instructors can make linguistics courses serving primarily nonmajors more attractive by omitting certain topics and incorporating others that may be less central to the concerns of linguistic theory but are more interesting and useful to the nonspecialist. Since linguistics overlaps a number of disciplines, it both broadens and strengthens the background of students in linguistics-related fields. In addition, the practice of viewing language phenomena analytically transfers well to unrelated disciplines that require the same type of thinking, such as mathematics or computer science. Linguistics courses tailored to the nonmajor can be just as challenging as those that are not. (Author/MSE)

ED 292 329

FL 017 246

Hankamer, Jorge

THE USCS Linguistics Major. Linguistics in the Undergraduate Curriculum. Appendix 4-0.

Linguistic Society of America, Washington, D.C.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE- Dec 87

NOTE- 14p.; In: Langendoen, D. Terence, Ed., Linguistics in the Undergraduate Curriculum: Final Report; see FL 017 227.

GRANT- EH-20558-85

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Bachelors Degrees; *College Curriculum; Course Content; Course Descriptions; *Degree Requirements; Graduate Study; Higher Education; *Linguistics; *Majors (Students); Program Descriptions;

IDENTIFIERS- *ACTFL ILR Oral Proficiency Guidelines

An analysis of the lexical content of four recently published textbooks for college-level introductory German is presented. The study investigated the extent to which the materials prepare students for the intermediate level, as cited in the American Council on the Teaching of Foreign Languages' (ACTFL's) proficiency guidelines. The lexical items in the four books are compared with each other and to two independently developed vocabulary lists from European sources, with the analysis limited to lexical items relating to some of the topics mentioned in the ACTFL guidelines, broadly categorized as personal data (talking about daily routine, and about family residence), education (talking about school and university), and leisure time activities (talking about activities, hobbies, and sports). Results suggest that the vocabulary required to talk about the selected vocabulary areas is insufficiently represented in the four textbooks, and the textbooks' glossaries contain many vocabulary items not necessary for communication in everyday life. It is suggested that vocabulary is one of the criteria by which a language textbook should be evaluated for proficiency-oriented instruction. (MSE)

ED 292 343

FL 017 260

Garcia, Carmen; And Others

Activities for Building Students' Proficiency in Spanish Classes.

PUB DATE- 88

NOTE- 15p.; In: Lalande, John F. II, Ed., Shaping the Future of Language Education: FLES, Articulation, and Proficiency. Report of Central States Conference on the Teaching of Foreign Language; see FL 017 249.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Class Activities; Classroom Techniques; Dialogs (Language); Higher Education; *Instructional Materials; *Language Proficiency; *Listening Comprehension; *Reading Comprehension; Secondary Education; Second Language Instruction; Skill Development; *Spanish; *Speech Skills; Writing Exercises
Class activities for developing Spanish proficiency in third- and fourth-year high school students and first- and second-year college students are presented. Activities include a discussion of teaching

Bolton, John K.

Larger Is Sometimes Better: Approaches to Larger Classes.

PUB DATE- 10 Mar 88

NOTE- 19p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (Chicago, IL, March 10, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Case Studies; *Classroom Techniques; *Class Size; Community Colleges; *English (Second Language); *Faculty Workload; *Grouping (Instructional Purposes); Lecture Method; Literature Reviews; Second Language Instruction; Teacher Effectiveness

IDENTIFIERS- *Montgomery College MD

A study of effective English-as-a-second-language (ESL) teaching in large classes is presented. The small body of literature on class size and student achievement is reviewed, the "large section" approach is described. The approach is evaluated with data on student performance in an ESL program offered at Montgomery College, (Maryland). Two conclusions are drawn from the existing literature: (1) teacher workload is a sum of total students and teacher duty hours per week; and (2) student achievement results from teacher practice, not class size alone. Based on these findings, the teacher redistributed his required workload by combining three sections of a lecture-oriented intermediate grammar and composition course into a class of 75 students. The faculty time now not spent in class was reallocated to office hours for tutorials and group conferences. Student achievement in this "megasection" was compared to achievement of a like number of students in conventional sections of the same course, and the two groups were tracked during the following year for measures of progress, retention, and success in the required ESL sequence. For the most part, no significant difference in performance was found beyond slight group variations, supporting the megasection approach. (MSE)

undertaken to determine how other states handle aid to private higher education and to review other types of aid in relation to Alaska law. Related data from published literature is mentioned (political, legal, and economic issues). States were polled to identify other state funding programs that would be legal in Alaska; 41 states responded, with 5 states indicating no aid for students in private colleges. A summary of the funding programs was presented to the President of Sheldon Jackson College. The programs that seemed most relevant under Alaska's constitution were those made directly to students in public or private institutions, and fell into two categories: need-based and achievement-based. Rationale statements from various colleges are listed. Six state programs (those of Michigan, Minnesota, North Dakota, Pennsylvania, Oregon, and Wisconsin) and their constitutional provisions were reviewed. Recommendations include looking into New Jersey's Tuition Aid Grants Program, Oregon's Need Grant Program, Pennsylvania's Scholars in Education Program, New Jersey's Distinguished Scholars Program, and Oregon's Cash Award Program. Suggestions are made for ways to define terms and to draft and promote legislation. Appendices include a list of state programs of aid, a summary of constitutional provisions and legislative programs in key states, and reprints of the Oregon Need Grant and Cash Award Program. A table on state programs of aid to private education is included. (SM)

ED 292 372

HE 021 236

Poulin, Russell; And Others

Programs Offered and Programs Completed at North Dakota Institutions of Postsecondary Education, July 1, 1986-June 30, 1987.

North Dakota State Board of Higher Education, Bismarck.

PUB DATE- Nov 87

NOTE- 130p.; For earlier compilation, see ED 277 322.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Associate Degrees; Bachelors Degrees; Certification; College Graduates; *College Programs; Costs; *Degrees (Academic); Doctoral Degrees; Educational Assessment; Educational Attainment; *Educational Certificates; Graduation; Higher Education; Masters Degrees; State Schools; *State Surveys; Statistical Surveys; Surveys

IDENTIFIERS- *North Dakota

PUB DATE- Nov 87

NOTE- 20p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Age; *College Faculty; *Employment Practices; Higher Education; Intellectual Disciplines; *Personnel Policy; *Teacher Retirement; *Teacher Shortage

IDENTIFIERS- *ASHE Annual Meeting

Retirement policies and possible effects on teacher shortages were examined. Information was obtained concerning: a 5-year summary of faculty retirements by age, the age distribution of each institution's full-time faculty by academic area, and changes over the past 5 years in personnel policies and procedures in response to anticipated faculty shortages or as part of an ongoing management system. A total of 12 to 20 institutions provided data on faculty retirement ages and age distributions and fields of full-time faculty. These data were used to make projections of faculty retirements for 1987 through 1994 and 1994 through the year 2000. Twenty-four institutions provided information on recently initiated changes in personnel policies. Three modal years of retirement were found: ages 65, 66, and 70. Across the 5-year period, about two-thirds of the faculty had retired by age 66. The data suggest that factors other than the age of mandatory retirement seem to be more instrumental in determining the average age of retirement. There were substantially younger faculty in several of the growth fields of the 1970s and 1980s, including business, computer science and information science, allied health and health sciences, law, and communications. Nineteen references are cited. (SW)

ED 292 387

HE 021 251

Glazer, Judith S.

The Master's Degree in Higher Education. ASHE Annual Meeting Paper.

PUB DATE- Nov 87

NOTE- 20p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).

LANGUAGE- English

Lee, Barbara A.
Qualifications for Tenure: The Legal Definitions. ASHE Annual Meeting Paper.
PUB DATE- Nov 87
NOTE- 27p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Court Litigation; Decision Making; Definitions; *Employment Practices; *Equal Opportunities (Jobs); *Evaluation Criteria; Faculty Evaluation; Higher Education; Legal Responsibility; Personnel Policy; *Tenure
IDENTIFIERS- *ASHE Annual Meeting

The issue of qualifications for tenure is examined with attention to judicial tests for qualification in lawsuits in which faculty alleged that negative tenure decisions were infected with illegal discrimination. The focus is the degree to which a faculty plaintiff must demonstrate at the first stage of the lawsuit that he or she was qualified for tenure using subjective determinations of relevant factors in the decision-making process, or whether the plaintiff need only show that he or she met the minimum qualifications for a tenured faculty member. It is noted that the approach chosen by a particular court may determine whether or not a plaintiff can make out a successful prima facie case of employment discrimination. A database search was conducted of all federal court decisions published between 1972 and June 1987. Over 300 cases involving faculty challenges to tenure or promotion under federal antidiscrimination laws were analyzed. Of these cases, about 5% addressed explicitly the issue of how the plaintiff was to persuade the trial judge that he or she was "qualified" for tenure. The remaining court opinions did not address the issue of whether the subjective or the objective test for qualification should be used. Thirty references are included. (SW)

Moral Judgment: An Interesting Variable for Higher Education
Research. ASHE Annual Meeting Paper.

PUB DATE- Nov 87

NOTE- 10p.; Paper presented at the Annual Meeting of the Association
for the Study of Higher Education (Baltimore, MD, November 21-24,
1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Admission Criteria; College Environment; *Educational
Research; Higher Education; *Moral Development; *Outcomes of
Education; Predictive Measurement; Student Experience

IDENTIFIERS- *ASHE Annual Meeting; Defining Issues Test

Findings from research studies that use the Defining Issues Test
(DIT), a test of moral judgment development, are described. These
findings are relevant to three major questions in higher education
research: (1) the question of student outcomes (i.e., what does
college experience do for and to people?); (2) the question of the
relevance and usefulness of test scores in college in predicting
behavior in the "real world" outside the classroom; and (3) the
question of admissions criteria--what student characteristics
should be used for admissions decisions. Of concern is the
diversity of studies and their claims. Findings related to student
outcomes are considered that concern: changes during college,
attributing change to the college experience, and factors in the
college environment responsible for the change. Also considered are
what a DIT score predicts beyond itself, and the use of DIT for
admissions. Included are five references. (SW)

ED 292 415

HE 021 281

Crosson, Patricia H.

Environmental Influences on Minority Degree Attainment. ASHE Annual
Meeting Paper.

SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.

PUB DATE- Nov 87

NOTE- 34p.; Paper presented at the Annual Meeting of the Association
for the Study of Higher Education (Baltimore, MD, November 21-24,
1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- College Admission; College Graduates; *College Programs;
*Comparative Education; *Degrees (Academic); Educational
Certificates; *Foreign Students; Higher Education; International
Cooperation; *International Educational Exchange; International
Organizations; Student Exchange Programs; Student Mobility; *Study
Abroad

IDENTIFIERS- *Foreign Educational Credentials

This bibliography of 1,049 items relating to foreign study at the college level, including foreign study, study abroad, and international education, is an updated version of the 1985 edition. Changes are primarily in the elimination of much of the literature published before 1980 and the addition of material published since 1985. The bibliography is preceded by an evaluation discussing the background and rationale for its development, the structure, the literature included, geographical coverage, thematic division, and the content of the literature. The bibliography itself is in alphabetical order by the name of the author or editor, or, if there is none, the title. Subject and geographical indexes are provided. (KM)

ED 292 429

HE 021 314

Appleberry, James B.

Guidelines on the Appointment of a President.

American Association of State Colleges and Universities, Washington,
D.C.

PUB DATE- Nov 87

NOTE- 7p.

AVAILABLE FROM- American Association of State Colleges and
Universities, One Dupont Circle, Suite 700, Washington, DC
20036-1192 (\$1.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)

DESCRIPTORS- Administrative Policy; Administrator Qualifications;
Administrator Role; *Administrator Selection; *College Presidents;
Governing Boards; Guidelines; Higher Education; *Search Committees
(Personnel)

IDENTIFIERS- *Appointive Positions

Presidential search committees, governing boards, aspiring or

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Distance Education; Documentaries; *Educational
Television; Foreign Countries; Higher Education; Open Universities;
*Teaching Methods; *Videotape Cassettes

IDENTIFIERS- *Open University (Great Britain)

This lecture considers the effectiveness of television as a medium for distance education in light of the experiences of the Open University in Great Britain. The main theses of the paper are that television is an important component of high quality open and distance education, but only when its unique teaching characteristics are exploited, and that the effectiveness of television depends to some extent on how the material is structured and to some extent on the technology available to the student. Discussion of the presentational characteristics of television presents five examples of ways in which it can bring unique teaching resources to students. How such material actually influences the learning process is emphasized, e.g., the usefulness of documentary-style programs in encouraging the skills of analysis and application of knowledge. The advantages of using videotape cassettes as opposed to live broadcasts are also discussed, including student control over viewing and increased learning effectiveness. Finally, the advantages and disadvantages of interactive television and Tutored Video Instruction are considered. The television extracts that were presented for each of the examples are listed, as well as 22 references. (EW)

ED 292 443

IR 013 195

Carlisle, Robert D. B.

Video at Work in American Schools.

Agency for Instructional Technology, Bloomington, IN.

REPORT NO.- ISBN-0-9603244-2-9

PUB DATE- 87

NOTE- 66p.; Photographs will not reproduce well.

AVAILABLE FROM- Agency for Instructional Technology, Box A,
Bloomington, IN 47402.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports -
Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Distance Education; *Educational Television; Elementary
Secondary Education; Interviews; Programing (Broadcast); *Public

(Author/EW)

ED 292 459

IR 013 212

Computer Literacy Program: Status Report.
North Carolina State Dept. of Public Instruction, Raleigh. Media and
Technology Services.

PUB DATE- Jan 88

NOTE- 9p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Computer Literacy; *Computer Uses in Education;
Educational Finance; Elementary Secondary Education;
*Microcomputers; Needs Assessment; School Districts; *State Aid;
State Programs

IDENTIFIERS- *North Carolina

The computer literacy and education program described in this brief narrative report was undertaken by North Carolina schools after the General Assembly provided \$28.4 million in funding. The goal of the program was to achieve a ratio of one microcomputer for every 50 students to permit 30 minutes of computer access per week for each student. As of June 1987, a ratio of one computer per 23 students had been reached. Additional data are reported in five figures: (1) Computer Awareness Expenditures for 1984-85, 1985-86, and 1986-87; (2) Number of Microcomputers, 1982-1987; (3) Location of Computers; (4) Uses of Microcomputers; and (5) Needs, 1987 and Beyond. (EW)

ED 292 460

IR 013 213

Mehan, Hugh; And Others

Computers in Classrooms: A Quasi-Experiment in Guided Change. Final
Report.

California Univ., San Diego.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- 26 Jun 85

NOTE- 299p.

Viewpoints/Position Papers/Essays (120) Reference Materials -
Bibliographies (131)

DESCRIPTORS- Advocacy; *Censorship; *Civil Liberties; *Constitutional
Law; Disclosure; *Freedom of Information; *Freedom of Speech;
Information Dissemination; Information Sources; *Intellectual
Freedom; Privacy

The first of two parts of this document presents a statement from
the American Society of Journalists and Authors which briefly
traces the history of censorship from the fourth century B.C. to
the present. The second part is a list of resources on censorship
and censorship-related materials that are available from the
following First Amendment advocacy organizations: (1) the American
Civil Liberties Union; (2) American Library Association; (3)
Americans for Constitutional Freedom; (4) National Coalition
against Censorship; (5) Ohio Educational Library/Media Association;
(6) Penthouse/Omni; and (7) People for the American Way. Brief
descriptions are provided of the materials available from each of
these organizations as well as ordering information. (Author/CGD)

ED 292 474

IR 052 322

Amen, Kathy

Guide to Access: Government Documents. Academic Library Guide.

Government Documents Series Number 1.

Saint Mary's Univ., San Antonio, Tex.

PUB DATE- 86

NOTE- 9p.; For other guides in this series, see IR 052 323-325.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Reports - Descriptive (Program/Project
Descriptions) (141)

DESCRIPTORS- Classification; College Libraries; Depository Libraries;

*Government Publications; Higher Education; Information Seeking;

*Information Sources; Library Catalogs; Library Collections;

*Reference Materials

This document is the first of four in a series of guides to the
government documents collection in the academic library at St.
Mary's University (San Antonio, Texas); the library has been a
selective depository for U.S. Government publications since 1964.
The guide describes the document collection in general, including
the nature of the collection, the use of Superintendent of
Documents classification numbers to organize the collection, its

enrollments in area colleges, reported as headcounts and full-time equivalents. (EJV)

ED 292 488

JC 880 114

Livieratos, Barbara B.

Highlights of the Survey of Employers of 1985 Howard Community College Graduates. Research Report Number 50.

Howard Community Coll., Columbia, Md.

PUB DATE- Feb 88

NOTE- 19p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Graduates; Community Colleges; Community Surveys; Education Work Relationship; *Employer Attitudes; Followup Studies; *Job Performance; *Job Skills; Outcomes of Education; Program Effectiveness; Two Year Colleges; Two Year College Students; *Vocational Education; Vocational Followup

A study was conducted at Maryland's Howard Community College (HCC) to examine employers' views of the job readiness and vocational preparation of HCC graduates. The study sample included 55 employers of 1985 HCC graduates who agreed to have their employer contacted. The nursing program had the highest representation in the study sample, which included nine employers of nursing graduates. Study findings, based on a 53% response rate (N=29), included the following: (1) 96% of the responding employers rated the graduates as adequate or more than adequate in the performance of job skills; (2) 93% of the employers felt the graduates were able to learn new techniques and work well with others; (3) 89% thought that graduates' communication with superiors was adequate or more than adequate; (4) the quality of the work produced by the graduates was rated as good or very good by 89% of the respondents; (5) the work attitude of the graduates was rated as good or very good by 92% of the employers; (6) 92% of the employers rated the vocational training received by the graduates as good or very good; and (7) 100% of the employers indicated that they would hire another HCC graduate. A list of HCC research publications is included. (EJV)

Futures (of Society); Instructional Innovation; Operating Expenses; Program Development; Teacher Role; Trimester System; Two Year Colleges

An innovative educational program is being planned at the Yorba Linda Campus of the Northern Orange County (California) Community College District in an effort to increase enrollment and improve the financial status of the district. The proposed program involves the following components: (1) the adoption of a trimester-based educational system; (2) the provision of a number of alternative instructional delivery systems; (3) the use of faculty as instructional managers rather than dispensers of information; (4) the enhancement of faculty creativity; (5) diagnostic and prescriptive counseling; (6) a core general education curriculum; (7) a wide range of occupational training options; (8) the eventual development of a "24-hour college," providing access to self-paced instruction at all times; (9) flexible scheduling; (10) modifications of the traditional roles of faculty and students; and (11) the establishment of the Yorba Linda Education Center without reliance on public funds. A critical feature of the project is the generation of cash flow through such outside sources as a sports complex, an equestrian center, land leases, software sales, a child care center, contract education, and community service facilities. (UCH)

ED 292 503

JC 880 131

Kelly, Kathleen

Mount St. Mary's College, Doheny Campus: A Comprehensive Program of Retention for an Ethnically Diverse Student Body.

Mount St. Mary's Coll., Los Angeles, CA. Doheny Campus.

PUB DATE- Mar 88

NOTE- 7p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Persistence; Church Related Colleges;

Enrollment Influences; *High Risk Students; *Minority Groups;

*Private Colleges; Program Descriptions; *Remedial Programs;

*School Holding Power; School Orientation; Single Sex Colleges;

Student Personnel Services; Two Year Colleges; *Womens Education

In 1960, Mount St. Mary's College (MSMC) opened the Doheny campus as an alternative for students who had potential for college, but who were not eligible to enter MSMC's traditional baccalaureate

significantly higher on all subscales than those of freshmen; and (4) the difference between the ratings of freshmen and sophomores was greatest for students in non-General Studies programs. (UCM)

ED 292 516

JC 880 153

Grosset, Jane

Current Student Assessment of Goal Achievement and Academic and Student Support Services with a Subpopulation Analysis by Race and Program. Institutional Research Reports #37 and #37A. Philadelphia Community Coll., PA. Office of Institutional Research.

PUB DATE- 87

NOTE- 76p.; Some tables contain very small print.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Black Students; College Freshmen; Community Colleges; *Majors (Students); Organizational Effectiveness; *Participant Satisfaction; *Student Attitudes; Student Characteristics; *Student Educational Objectives; Two Year Colleges; *Two Year College Students; White Students

In spring 1986, a study was conducted at the Community College of Philadelphia (CCP) to determine to what extent students had achieved or were achieving their goals concerning transfer, career preparation, basic skills, self-concept, economic betterment, communication skills, personal growth, commitment to lifelong learning, and/or interpersonal skills. Survey instruments were completed in randomly selected classes by 1,368 CCP students. Study findings included the following: (1) 77.3% of the sophomore respondents and 63.3% of the freshmen respondents planned to earn a CCP degree; (2) 71.4% of the freshmen and 65.1% of the sophomores planned to transfer to another college immediately after leaving CCP; (3) the goals ranked most important by freshmen were "develop career goals," "discover jobs," "transfer courses," and "prepare for a new job," while sophomores ranked "prepare for continued growth after college" highest, followed by "prepare for a new job," "discover jobs," and "develop career goals"; (4) sophomores reported greater gains toward goal achievement than freshmen in 18 of the 23 goal areas studied; and (5) the goals on which freshmen reported greatest progress were "transfer courses," "communication skills," and "develop interpersonal skills," while the sophomores reported greatest progress in "transfer courses," "meet new, interesting people," and "communication skills." An analysis of

Johnson, Tanya

A Listening Laboratory Designed from Cognitive Learning Principles at
Evergreen Valley College.

PUB DATE- Dec 87

NOTE- 81p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

Guides/Methods/Techniques (For Practitioners) - Classroom Use -
Instructional Materials (For Learners) (051) Tests, Questionnaires,
Evaluation Instruments (160)

DESCRIPTORS- Community Colleges; Course Content; Course Objectives;
*Learning Laboratories; Listening Comprehension Tests; *Listening
Habits; *Listening Skills; Literature Reviews; Program Development;
Program Evaluation; Two Year Colleges

IDENTIFIERS- *Listening Theory

A listening laboratory was developed at Evergreen Valley College
(EVC) in accordance with procedures used at the college's
individualized instruction laboratory. Steps taken in developing
the laboratory included: (1) the director of the Learning Center
Instructional Laboratory was interviewed to determine the procedure
for establishing the listening lab for credit; (2) practitioners
involved in listening workshops, courses, and labs at other local
community colleges were interviewed to determine the
structure/content of their program, the relationship of the
listening program to the campuses' learning centers, the academic
and economic benefits of offering listening instruction, and the
difficulties faculty experienced in their approaches to listening
instruction; (3) a literature review was conducted to identify
cognitive learning principles, important listening concepts, and
similar projects at other colleges; and (4) the listening lab for
EVC was designed. Appendixes, which make up over half the document,
include a schematic of the Goss Model of Listening; Maryland's
listening curriculum framework; questions asked of listening
instructors and their responses; listening skills lab course
objectives; an introduction to the lab and assignment sheets for
students; and a series of instruments designed to help students
assess and improve their listening habits and skills. A 35-item
bibliography is provided. (UCH)

NOTE- 19p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Childhood Attitudes; *Employed Parents; Fathers; *Mothers; *Nuclear Family; *Parent Role; *Preschool Children; *Role Perception; Sex Differences; Unemployment; Whites

The Perception of Parents Interview Schedule was administered to 47 Caucasian, 4-year-old children from intact families to determine if mothers' employment status affected children's parental perceptions. Findings indicated that young children of employed mothers perceived their parents' roles differently from the children of nonemployed mothers. Differences appeared in the children's perceptions of the same-sex parent. Daughters of employed mothers perceived their mothers to be the smarter parent, the parent who most often gave them treats, and the parent they depended on most for help and protection. Sons, regardless of mother's employment, perceived fathers as the smarter parent. Daughters and sons perceived the father to be the boss of the house. The children wanted to grow up to be like their same-sex parent. (RH)

ED 292 545

PS 017 209

Williams, Robertson C.

Trends in Family Income: 1970-1986.

Congress of the U.S., Washington, D.C. Congressional Budget Office.

PUB DATE- Feb 88

NOTE- 145p.

AVAILABLE FROM- Superintendent of Documents, Government Printing Office, Washington, DC 20402 (\$6.00; 25% discount on 100 or more copies).

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Demography; *Economic Factors; *Family (Sociological Unit); *Family Characteristics; *Family Income; *National Norms; Poverty; Research Methodology; *Social Influences; Tables (Data)

Comparing the experiences of different types of families, this report analyzes family incomes in the United States from 1970 to 1986. The adjusted family income (AFI) measure used in the analysis corrects for family size and for inflation, but does not take account of either in-kind income or taxes. After a section

Gomes-Pedro, J.; And Others

Early Intervention and Mother-Infant Interaction during the First Three Months of Life.

PUB DATE- Jul 87

NOTE- 12p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (9th, Tokyo, Japan, July 12-16, 1987). Portions of tables contain marginally legible print.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Attachment Behavior; Behavior Change; *Child Rearing; Foreign Countries; *Infants; *Intervention; *Mothers; *Parent Child Relationship

IDENTIFIERS- Brazelton Neonatal Behavioral Assessment Scale; *Homeostasis; Portugal

A clinical intervention based on behavioral items from the Brazelton Neonatal Behavioral Assessment Scale (BNBAS) was implemented at a hospital among 40 lower middle class Portuguese mothers between 18 and 35 years old 3 days after delivery. The intervention aimed to promote mother-infant attachment by increasing mothers' awareness of the individual social competencies of their newborn and mothers' proficiency in interacting with infants. Infants were observed for about 30 minutes and assessed with the BNBAS on the 3rd and 28th day of life. Mothers assigned to the experimental group were visited by a pediatrician who demonstrated BNBAS items of animated visual and auditory sensorial orientation, consolability, and cuddliness. On an individual basis, mothers were invited to elicit auditory performances of infants, and talk to, console, and hold them. Mother-pediatrician dialogue focused on infants' observed competencies and behaviors. A control group of 20 mothers received instruction on special pediatric care they should provide. Two instruments were used twice to measure changes in mothers' attitudes and expectations, and one was used to assess mothers' perceptions of their babies. Videotaped behavioral interactional sequences were analyzed with Lieberman's Observation Scale to determine to what extent dyads had achieved homeostasis and attachment. Findings suggested that the early intervention led to positive changes in maternal and infant behavior. (RH)

Trostle, Susan L.; Merrill, Barbara

Prekindergarten Programs in Public Schools: A National and State Review. Policy Issues.

Appalachia Educational Lab., Charleston, W. Va.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Nov 86

NOTE- 45p.

CONTRACT- 400-86-0001

AVAILABLE FROM- Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 (\$4.50).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Class Size; Coordination; Disadvantaged Youth;

*Educational Policy; Educational Quality; *Educational Trends; Federal Government; *Government Role; High Risk Students; National Surveys; *Preschool Education; *Public Schools; School Role; State Legislation; State Surveys; Teacher Student Ratio

IDENTIFIERS- *Community Needs; Kentucky; Program Characteristics; Project Head Start; Tennessee; Virginia; West Virginia

This national and state review provides a synthesis of current thinking and practice concerning prekindergarten programs in public schools. Section I discusses the need for preschool programs in terms of the changing family and workforce, the baby "boomlet," and socioeconomic factors. Section II reviews early childhood programs, discussing current trends, early influences, Head Start, social functions of preschool programs, exemplary programs for disadvantaged children, effects of preschool programs, and characteristics of high quality programs. Section III surveys preschool prekindergarten school programs and services. The survey considers the national perspective, state legislation, characteristics of state-sponsored programs, teacher qualifications, class size and ratios, curriculum, eligibility, services for at-risk children, and programs in Virginia, Tennessee, West Virginia, and Kentucky. Section IV explores implications for policy initiatives. Discussion focuses on benefits of prekindergarten programs, the role of schools, the role of the federal government, legislation enabling preschool programs for at-risk children, the Education of the Handicapped Act, the coordination of state-sponsored programs, state involvement considerations, and other considerations. Appendices provide data on the percentage of 3-, 4-, and 5-year-old children enrolled in

Major causes of the problem were the lack of manipulative materials for concept development, inflexible and inappropriate teaching styles, lack of practical application of math skills, and inadequate allocation of time for instruction in mathematics. Practicum goals were to: (1) increase students' interest level; (2) increase students' application of skills; (3) use students' increased interest and application to develop their self-direction; and (4) improve students' performance of on-task duties. The intervention program: (1) provided learning materials with many examples and demonstrations; (2) informed students of what they would be doing and why; (3) allocated time for exploration, discovery, and small group problem solving; (4) related mathematics concepts to everyday experiences; (5) planned numerous activities focusing on the applicability of mathematics to everyday experiences; and (6) positively reinforced student participation. Evaluation data indicated that the intervention increased students' interest and application skills, developed student self-direction, and improved student performance in mathematics activities. Related materials are appended. (RH)

ED 292 588

PS 017 277

Child Care in Oregon: Emerging Solutions. Executive Summary. 1988
Interim Report to the Governor and Legislature.

Ohio Historical Society, Columbus.

PUB DATE- 88

NOTE- 30p.

AVAILABLE FROM- Oregon Child Care Commission, 2300 First Interstate
Tower, 1300 SW 5th Avenue, Portland, OR 97201 (\$5.00).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Community Involvement; Costs; *Day Care; *Delivery
Systems; Disabilities; Early Childhood Education; Educational
Quality; Employer Supported Day Care; Government Role; Information
Services; Insurance; *Program Development; *Public Policy;
Referral; School Age Day Care; State Government; State Legislation;
State Programs

IDENTIFIERS- Infant Care; *Oregon; Parental Leave; State Regulation

This is the second in a series of three reports addressing issues,
problems, and potential solutions critical to the development of
accessible, affordable, and quality day care in Oregon. At present,
the majority of Oregon households have two or more wage earners,

1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indians; Assertiveness; Cultural Education;
*Cultural Enrichment; Cultural Influences; Educational
Anthropology; Foreign Countries; Lecture Method; *Museums; Public
Speaking; Self Esteem; Student Experience; *Training Methods; Work
Experience Programs; Workshops; *Youth
IDENTIFIERS- *British Columbia; *Native Indian Youth in Museums
Project

In 1979, the Native Indian Youth in Museums project began placing Musqueam teenagers in the University of British Columbia's Museum of Anthropology to teach them about traditional coastal Indian culture, and train them to share this information with museum visitors. Co-sponsored by the Native Indian Youth Advisory Society and the Native Youth Program (NYP), the project is administered in two phases: a summer phase of 2 months when six to eight students work full-time in the museum, and a winter phase when they work Sunday afternoons. The total annual budget is \$13,000-\$15,000. Initially, the students were trained exclusively in the traditional uses of the red cedar tree, the resource used most by the Northwest Coast Indians. The students' repertoire has been expanded over the years to include lectures or guided walks introducing the museum's totem pole collection and local ethnobotany, and presentations on Indian fishing and the Potlatch (a ceremonial institution). Factors to be considered in establishing a similar project (training, staff time, how the public views the students, etc.) are discussed. Risks and benefits to the students working in the NYP, and their views of the project are also examined. Finally, it is noted that often students' school work improves after working with the NYP. (JMM)

ED 292 602

RC 016 560

Daul, Jennifer; Rathge, Richard W.
Native Americans in North Dakota: A Statistical Portrait. North
Dakota Census Data Center Report Series No. 5.
North Dakota State Univ., Fargo. Dept. of Agricultural Economics.
PUB DATE- Mar 86
NOTE- 46p.; For related document, see RC 016 562. Front and inside
cover pages are printed
AVAILABLE FROM- Coordinator, North Dakota Census Data Center,

because of the emergence of biotechnology, ecology, agricultural productivity, and human biology as major societal issues. This report discusses the status of the informal national curriculum of biology, involving textbooks and standardized tests, and identifies six major efforts underway in the United States; these have to do with curricula, programs, and concepts. This paper also reports on a poll of award winning biology teachers that revealed some common characteristics. It indicates that successful biology teachers stress process and thinking skills. It states that these teachers generally enjoy their work and spend a great deal of out-of-school time preparing for classes. Many teachers attempt to keep up to date by attending meetings and conventions and most view their work as critically important to developing responsible students. The descriptions of eight exemplary secondary biology programs are included. A brief list of additional resources is provided. (CW)

ED 292 615

SE 048 957

Alao, David A.; Gallagher, James J.

Influences of Examination Policies on Chemistry Teaching Practices in Nigerian High Schools: An Ethnographic Study.

PUB DATE- Apr 88

NOTE- 42p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Attitudes; *Case Studies; *Chemistry; *Foreign Countries; *National Programs; Public Officials; Public Policy; Science Education; Science Instruction; Secondary Education; *Secondary School Science; Student Attitudes; Surveys; Teacher Attitudes

IDENTIFIERS- Great Britain; *Nigeria; *West African Examination Council

This paper presents research designed to study the West African Examination Council's (WAEC) policy and its impact on teaching chemistry in Nigerian secondary schools. Five knowledgeable public figures in Nigeria and Great Britain were interviewed concerning policy formulation and implementation. Five pertinent documents were analyzed. Ethnographic methods were used to develop the case study. A database was developed from field-notes, data from

Foreign and Foreign-Born Engineers in the United States: Infusing Talent, Raising Issues.
National Academy of Sciences - National Research Council, Washington, DC. Office of Scientific and Engineering Personnel.

PUB DATE- 88

NOTE- 182p.; Graphs and charts may not reproduce well. Product of the Committee on the International Exchange and Movement of Engineers.

AVAILABLE FROM- Office of Scientific and Engineering Personnel, 2101 Constitution Avenue, NW, Washington, DC 20418 (free while supply lasts).

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College Science; *Engineering Education; *Engineers; Federal Government; *Foreign Students; Government (Administrative Body); Government Publications; *Government Role; Graduate Students; Graduate Study; Higher Education; *Policy Formation; Public Agencies; Science Education

Immigrants have provided a transfusion of new talent throughout U.S. history to support the nation's economic and cultural growth and development. The absorption of these successive groups of immigrants has often been accompanied by issues associated with their integration into the work force and society. In recent years, there has been a marked increase in foreign and immigrant engineers and engineering students. A large proportion of these individuals remain in the United States and are becoming an increasingly important component of the engineering work force. This report provides a background and preliminary examination of the issues associated with this international movement. It attempts to identify the major issues and their validity and suggests followup studies that may be needed for proper evaluation of the issues involved. The issues discussed include: (1) the dependency of institutions on foreign engineers; (2) the displacement of U.S. engineers and the lowering of salaries; (3) graduate enrollments and degrees; (4) federal regulations and relative performance of foreign engineers; and (5) international movements and contacts of American engineers. A number of recommendations are made to address these issues. Appendices include the agenda of a workshop on the international exchange and movement of engineers, workshop participants, commissioned papers, and a paper by Charles E. Falk. (CW)

993-994.

CONTRACT- 400-83-0041

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Reports - Research/Technical (143)

DESCRIPTORS- College Mathematics; College Science; Computer Assisted Instruction; *Computer Uses in Education; Courseware; *Educational Technology; Educational Television; Higher Education; Interactive Video; Mathematics Education; *National Programs; Programing; *Research Projects; Science Education; Secondary Education; *Secondary School Mathematics; *Secondary School Science

IDENTIFIERS- Mathematics Education Research; Science Education Research

The Educational Technology Center (ETC) was established by the National Institute of Education in October, 1983, in order to find ways of using the computer and other information technologies to teach science, mathematics, and computing more effectively. This report describes the ETC, presents its framework for research, and summarizes work on 14 research projects. These projects dealt with the following topics: (1) fractions; (2) word problems; (3) heat/temperature; (4) weight/density; (5) scientific theory and method; (6) complex systems; (7) machine handling; (8) programming; (9) applications; (10) speech recognition; (11) state-of-the-art software and educational television; (12) interactive video; (13) science networking; and (14) national and local networks. (TW)

ED 292 644

SE 048 993

Educational Technology Center Second Year Report.

Educational Technology Center, Cambridge, MA.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Nov 85

NOTE- 61p.; For the first year report, see SE 048 992; for the third year report, see SE 048 994.

CONTRACT- 400-83-0041

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Reports - Research/Technical (143)

DESCRIPTORS- College Mathematics; College Science; *Computer Assisted Instruction; Computer Networks; *Computer Uses in Education;

NOTE- 42p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cognitive Development; *Cognitive Processes; *Cognitive Psychology; Elementary School Science; Elementary Secondary Education; *Learning Processes; *Memory; Science Education; Secondary School Science; *Theory Practice Relationship

IDENTIFIERS- *Science Education Research

This paper contends that the science education community would benefit from a three-step, research-based model that would allow science education researchers, in the final step, to make recommendations to classroom teachers. The first step would be to establish an interdisciplinary approach to research on how the brain and mind learn and remember. By collecting and consolidating available data and engaging in dialog with researchers in other fields, it is argued that the determination can be made as to what data are pertinent to educational needs. At that point researchers in science education would be ready for the planning of educational research based on comprehensive theory. These research results could then lead to the third step, the outlining of actual classroom implications. All three steps must be dynamic and open to new findings. This paper is intended to provide a stimulus for the outlined three-step approach by providing a short history of cognitive science research, by documenting the need for interdisciplinary studies, and by providing a review of current information available on memory systems from research in the cognitive sciences. An extensive bibliography is appended. (TW)

ED 292 659

SE 049 011

Stone, Catherine C.

Chemical Information: Print. Directed Study.

PUB DATE- 87

NOTE- 62p.; Directed study for a master's degree in library science, State University of New York at Buffalo.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131) Information Analysis/State-of-the-Art Materials (070)

acts. Results indicated that for the "shopping game," subjects' cognitive skills improved and number of responsive interactions increased over time; for the "riding car game," subjects' interactions were fewer than for the other game (possibly due to higher cognitive demands) but also improved over time in both cognitive level and number. (Author/DB)

ED 292 267

EC 202 049

Shimizu, Naoji

Parent Training: An Investigation of a Home-Based Teaching Program for a Mentally Retarded Infant by a Parent.
Tokyo Gakuzei Univ. (Japan). Research Inst. for the Education of Exceptional Children.

PUB DATE- 87

NOTE- 14p.

LANGUAGE- Japanese

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Journal Articles (080) Reports - Descriptive
(Program/Project Descriptions) (141)

DESCRIPTORS- *Autism; Behavior Change; *Behavior Modification;
Foreign Countries; *Home Instruction; Home Programs, Knowledge
Level; Mothers; Parent Child Relationship; *Parent Education; Young
Children

IDENTIFIERS- Japan

The paper reports on a parent training program based on behavior analysis and home-based teaching by the parent of a 2-year-old Japanese boy tentatively diagnosed as autistic. Parent training was divided into three modules: understanding the fundamental principles of teaching by using the knowledge of behavioral principles as applied to children; ABC's (Antecedence, Behavior, Consequence) of observing child behavior; and training in helping techniques. A specialist taught the mother teaching techniques once weekly in the home situation. Child instruction was daily and was divided into four areas: (1) teaching of prerequisite behaviors (sitting on a chair, focusing attention, putting hands in lap, etc.); (2) learning tasks (visual discrimination, auditory discrimination, eye-hand coordination etc.); (3) self-help skills; (4) communication skills (especially personal needs using sign language). The program resulted in the mother learning the teaching principles and applying them appropriately as well as in positive behavior changes in the child. (Author/DB)

Elementary Secondary Education; *Individualized Education Programs; Individual Needs; *Mild Disabilities; Occupational Aspiration; Transitional Programs; Vocational Aptitude; *Vocational Education; *Vocational Evaluation; Vocational Interests

This guide assists in planning and monitoring the vocational education programs of students with mild disabilities. The pamphlet emphasizes the importance of vocational education for disabled students and reviews the three stages of career development: career awareness/orientation, career exploration, and career preparation. A section on adapting vocational programs and curricula is accompanied by a table listing typical vocational education program offerings. Also discussed are vocational assessment, the Individualized Education Program, and meeting individual needs. The guide concludes with a discussion of planning for the transition from school to work. (JDD)

ED 292 282

EC 202 065

Phelps, Joanne; Stempel, Lynn

Revisiting an "R"--News and Views of Writing.

PUB DATE- 87

NOTE- 11p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College Students; *Cursive Writing; *Dyslexia;

Elementary Secondary Education; Evaluation Methods; *Handwriting; Intervention; Kinesthetic Methods; Postsecondary Education; *Rating Scales; Skill Development; Student Evaluation; Teaching Methods; *Writing Difficulties; *Writing Instruction

Despite predictions that handwriting would become obsolete in the age of technology, it is still considered an important skill today. Examples are cited of individuals who improved their understanding of themselves and of particular concepts after writing about their thoughts and feelings. Frequently, dyslexic students are denied access to this avenue of expression because they have difficulty recalling letter shapes and trouble transcribing them on paper. The Children's Handwriting Evaluation Scale (CHES), developed at Texas Scottish Rite Hospital's Child Development Division, measures the rate and quality of cursive handwriting from elementary through college levels. The Children's Handwriting Improvement Program, developed at the same hospital, uses visual-auditory-kinesthetic methods to help students gain handwriting fluency. The correlation

agreement examines agreement within Bloomfield's overall scheme of syntactic analysis and relates it to current work in syntax. Bloomfield's three types of agreement (concord, government, and cross-reference) are outlined and compared to the contemporary distinction between pro-drop and non-pro-drop languages. It is concluded that Bloomfield's system distinguishes between pro-drop and non-pro-drop languages by distinguishing between two types of agreement. (MSE)

ED 292 297

FL 017 210

Mellor, Jeff

Some Steps To Improve Your Spoken English.

Tennessee Univ., Knoxville. Learning Research Center.

PUB DATE- 88

NOTE- 12p.; Developed as part of the Special Collection on the Training of Teaching Assistants.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Audiotape Cassettes; *Classroom Communication; *English (Second Language); *Foreign Students; Graduate Students; Higher Education; Individual Instruction; *Oral Language; Teacher Education; *Teaching Assistants

IDENTIFIERS- *University of Tennessee Knoxville

The guide contains suggestions for University of Tennessee, Knoxville foreign teaching assistants to improve their command of spoken English. The first section offers four speech improvement suggestions requiring little or no extra time, including speaking English as much and as often as possible, imitating native speakers, asking for the correct form, and finding out what problems need the most attention. The second section lists relevant resources at the university, including testing and analysis, offerings and services of the audiology and speech and hearing departments, foreign student programs, American students willing to act as conversation partners, tapes and taped programs, trading of tutorial services, and television programs with a lot of conversational content. (MSE)

Major. Linguistics in the Undergraduate Curriculum, Appendix 3.
Linguistic Society of America, Washington, D.C.

SPONS. AGENCY- National Endowment for the Humanities (NFAH),
Washington, D.C.

PUB DATE- Dec 87

NOTE- 8p.; In: Langendoen, D. Terence, Ed., Linguistics in the
Undergraduate Curriculum: Final Report; see FL 017 227.

GRANT- EH-20558-85

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Reports - Descriptive (Program/Project
Descriptions) (141)

DESCRIPTORS- Administrative Organization; College Credits; College
Curriculum; College Faculty; Curriculum Development; Educational
Objectives; Equipment; Graduate Study; Higher Education; Library
Materials; *Linguistics; *Majors (Students); *Program
Administration; *Program Design; *Undergraduate Study

Issues in the development of an undergraduate linguistics major are
discussed for linguists wanting to initiate such a major at their
institution. The discussion, which assumes the pre-existence of
service courses in linguistics, addresses administrators' questions
and concerns in deciding whether to implement a major program,
including: the objectives of such a program other than preparing
students for advanced study in linguistics; the program's
administrative status; resources required for initiating a major
(courses and faculty, crosslisting of courses for graduate and
undergraduate credit, library resources, equipment, and other
specialized material); and differences between the proposed degree
program and other similar programs offered in the geographic
vicinity. (MSE)

ED 292 315

FL 017 232

Angelis, Paul J.; Judd, Elliott

Applied Linguistics: An Overview. Linguistics in the Undergraduate
Curriculum, Appendix 4-A.

Linguistic Society of America, Washington, D.C.

SPONS. AGENCY- National Endowment for the Humanities (NFAH),
Washington, D.C.

PUB DATE- Dec 87

NOTE- 13p.; In: Langendoen, D. Terence, Ed., Linguistics in the
Undergraduate Curriculum: Final Report; see FL 017 227.

*Program Design; Public Schools; Undergraduate Study; Universities
IDENTIFIERS- *University of California Santa Cruz

The undergraduate linguistics program at the University of California at Santa Cruz is described, the courses and course sequences are outlined, and the place of the major in the general curriculum is discussed. The program has been actively developed since 1980, when it was in danger of being discontinued, and now offers rigorous instruction in linguistic theory to a rapidly growing enrollment. The program goal is to teach undergraduates to engage in investigation and analysis of linguistic structures, based on the four principles of focus, professionalism, rigor, and fun. It offers 8 lower division and 27 upper division courses, and the major is built around three basic course sequences focusing on syntax, semantics, and phonology. Special program features include opportunities for students to assist in teaching courses, a research seminar, and publication of student papers. A closely interrelated graduate program has been initiated. The university as a whole has benefitted from the strengthening of the linguistics program, and the program has benefitted from a supportive administration and a high quality student body. (MSE)

ED 292 330

FL 017 247

Sample Undergraduate Linguistics Courses. Linguistics in the
Undergraduate Curriculum, Appendix 5.

Linguistic Society of America, Washington, D.C.

SPONS. AGENCY- National Endowment for the Humanities (NFAH),
Washington, D.C.

PUB DATE- Dec 87

NOTE- 180p.; In: Langendoen, D. Terence, Ed., Linguistics in the
Undergraduate Curriculum: Final Report; see FL 017 227.

GRANT- EH-20558-85

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports -
Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Animals; Bilingualism; Black Dialects; College
Curriculum; Communication (Thought Transfer); *Course Content;
Course Descriptions; *Course Organization; Discourse Analysis;
Ethnic Groups; Faculty Development; Fantasy; Grammar; Higher
Education; Individualized Instruction; Interdisciplinary Approach;
Introductory Courses; Language Planning; *Linguistics; Literature
Appreciation; Logic; Neurolinguistics; Persuasive Discourse;

for proficiency, drawing on recent research, and notes on the design and intent of the activities. Sample exercises for listening comprehension (including prelistening), oral production, writing, and reading (including prereading) skill development are included. (MSE)

ED 292 344

FL 017 261

Tsujimura, Natsuko

Japanese Suffixal Accentuation and Lexical Phonology.

PUB DATE- Dec 87

NOTE- 8p.; Paper presented at the Annual Meeting of the Linguistic Society of America (San Francisco, CA, December 27-30, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Chamorro; Contrastive Linguistics; English; *Japanese; Language Patterns; Language Research; *Morphology (Languages); *Stress (Phonology); *Suffixes; Uncommonly Taught Languages

A study examined the applicability of the Ordering Hypothesis to Japanese suffixes. The hypothesis, which claims that affixes that trigger phonological rules (cyclical affixes) do not appear external to affixes that do not, is found to be an inappropriate assumption in Japanese. Examples in English and Chamorro support this finding. It is suggested that since the Ordering Hypothesis is a major tenet of lexical phonology, some modification of the organization of morphology and phonology is necessary. (MSE)

ED 292 345

FL 017 262

Hook, Peter Edwin

The Disacquisition of Subjecthood in Shina (Skardu).

PUB DATE- Dec 87

NOTE- 10p.; Paper presented at the Annual Meeting of the Linguistic Society of America (San Francisco, CA, December 27-30, 1987).

LANGUAGE- English

ED 292 360

HE 020 284

Diamond, Robert M.; Gray, Peter J.
A National Study of Teaching Assistants. ASHE 1987 Annual Meeting
Paper.

PUB DATE- Nov 87

NOTE- 12p.; Paper presented at the Annual Meeting of the Association
for the Study of Higher Education (Baltimore, MD, November 21-24,
1987). For a related document, see ED 290 349.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Instruction; Foreign Students; *Graduate
Students; Higher Education; Research Universities; Skill
Development; Student Needs; *Teacher Education; Teacher
Responsibility; Teacher Supervision; Teaching (Occupation);
*Teaching Assistants; Teaching Skills

IDENTIFIERS- *.SHE Annual Meeting

The background, responsibilities, supervision, preparation, and
perceived needs of teaching assistants (TAs) from a representative
group of research institutions across the country were studied. The
National Graduate Teaching Assistant/Associate Survey was developed
through voluntary cooperation of eight public and private research
institutions located in diverse geographic areas. A total of 1,357
TAs at the eight institutions responded to the survey for a 32%
return rate. The data were analyzed for the entire sample, by
institution, gender, citizenship, ethnicity, major discipline, and
major department. Needs of international TAs were also identified.
Thirty-one percent of the sample were fully responsible, 35% worked
with one faculty member, and 34% worked with a team. The major
comments and suggestions of respondents indicated they needed more
support (20%); they had inadequate time (16%); and the need for
formal training programs (14%). Recommendations based on the
responses include: institutions should survey TAs to identify needs
and the success of existing training programs; formal required
orientation and training programs should be established for
graduate TAs. Six references are included. (SW)

Information on North Dakota degree and certificate programs available and student program completions for fiscal year 1986-87 in postsecondary educational institutions is presented. A completed program is defined as one where the individual meets all necessary requirements to obtain a degree or certificate in that field of study. Education codes are explained. A list of abbreviations of colleges is offered along with names of the chief administrators at the two-year and four-year institutions. Institutional changes per academic year are noted in a table. One- and two-year program offerings by field in public and private institutions are listed. Additional sections list bachelor's program offerings by field in public and private institutions, master's and doctoral program offerings by field, and programs offered by Classification of Instructional Programs (CIP) code. Under the section on student completions by program, data are given on one- and two-year student completions, bachelor's degree program completions, master's and doctoral degree program completions, and program completers by field of study (with statistics from 1976-77, 1985-86, and 1986-87). (SH)

ED 292 373

HE 021 237

Proceedings of the University of Wyoming Trustees Symposium.
(Jackson, Wyoming, August 2-5, 1987).

Wyoming Univ., Jackson.

PUB DATE- Aug 87

NOTE- 42p.; For related document, see HE 021 238.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Academic Standards; *College Faculty; Conferences; Faculty Development; Futures (of Society); Graduate Study; *Higher Education; Open Enrollment; *Selective Admission; *State Universities; Trustees; Undergraduate Study

IDENTIFIERS- *University of Wyoming; Wyoming

The 1987 University of Wyoming (UW) Trustees Symposium focused on five major topics. The topics and keynote speakers are as follows: "An Introduction to the University of Wyoming--The Perspective of a Newcomer," (Terry P. Roark); "College: Making the Connections" (Ernest L. Boyer); "A Quality Faculty for the Second Century" (Jack H. Schuster); "Higher Education in the 21st Century" (Edward H. Jennings); and "UW--Wobegon or Wyoming?" (Richard Moll). Abstracts of the introductory statements by each keynote speaker, as well as

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Programs; Doctoral Degrees; *Education Work Relationship; Higher Education; *Masters Degrees; *Postsecondary Education as a Field of Study; Private Colleges; Public Colleges; School Surveys; Theory Practice Relationship

IDENTIFIERS- *ASHE Annual Meeting

A profile of master's programs and the relationship of the master's to the doctorate in affiliated programs were studied, based on survey responses from 52 programs, 43 of which were public and 12 private. It was found that the master's degree is a professional, practice-oriented degree for those interested in entry and midlevel positions in higher education institutions.

Administration/management and student affairs specialties dominate this degree, providing a balance of theoretical knowledge and practical skills for both predoctoral and terminal degree candidates. Affiliated master's degrees place more emphasis on theory and research than master's only programs, which tend to emphasize methodology, practice, and job-related course content. While the master's degree is not a prerequisite for the doctorate in higher education, there is growing interest in its usefulness as a credential for nonacademic positions and in community colleges. Public universities are more likely to offer the master's degree in higher education and to provide more incentives to students through low tuition, assistantships, and campus employment (SW)

ED 292 388

HE 021 252

Peters, Dianne S.; Peterson, Margaret

Rites of Passage for Doctoral Students in Higher Education. ASHE Annual Meeting Paper.

PUB DATE- Nov 87

NOTE- 15p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Environment; *College Faculty; Doctoral Degrees; *Graduate Students; Higher Education; *Peer Relationship; *Postsecondary Education as a Field of Study; *Social Influences;

Krotseng, Marsha V.

The "Education Governor": Political Packaging or Public Policy? ASHE Annual Meeting Paper.

PUB DATE- Nov 87

NOTE- 36p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Historical Materials (060) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Change Strategies; *Educational Change; *Governance; Government Role; *Government School Relationship; *Higher Education; Politics; *Public Policy; State Government

IDENTIFIERS- *ASHE Annual Meeting; *State Governors

The popular image of the "Education Governor" was investigated, with attention to: (1) the extent to which the specific education measures proposed in inaugural and state of the state addresses of 20 "Education Governors" of the 1960s through 1980s corresponded with the subsequent actions of these officials; and (2) the specific personal attributes, professional goals and activities, and actual involvement in education that characterize these "Education Governors" of the 1960s through the 1980s. The roots of the "Education Governor" idea are traced to four turn of the century governors, one from North Carolina, two from Virginia, and one from Alabama, all of whom held office between 1901 and 1911. The 20 recent governors and their states are as follows: Jerry Apodaca (New Mexico); Reubin Askew (Florida); Edmund G. Brown, Sr. (California); John Chafee (Rhode Island); Bill Clinton (Arkansas); Winfield Dunn (Tennessee); Pierre S. duPont, IV (Delaware); Robert D. Graham (Florida); Clifford T. Hansen (Wyoming); Mark O. Hatfield (Oregon); Richard J. Hughes (New Jersey); James B. Hunt (North Carolina); Thomas Kean (New Jersey); Tom McCall (Oregon); Robert E. McNair (South Carolina); William G. Milliken (Michigan); Russell W. Peterson (Delaware); Calvin L. Rampton (Utah); Robert D. Ray (Iowa); and Terry Sanford (North Carolina). Included are 30 references. (SW)

ED 292 402

HE 021 266

Stage, Frances K.

Outcomes and Development: Separate Notions or Parts of One Whole.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; Academic Advising; *Academic Persistence; Ancillary School Services; Case Studies; College Admission; *College Students; Guidelines; Higher Education; *Minority Groups; *School Holding Power; Self Evaluation (Groups); *Student College Relationship; Student Financial Aid; Student Needs; Student Recruitment

IDENTIFIERS- *ASHE Annual Meeting

Findings concerning environmental factors that relate to minority degree achievement in predominantly white four-year colleges and universities are discussed, based on a study sponsored by the National Center for Postsecondary Governance and Finance. The findings are used to suggest adaptations to a "Framework for Evaluating Institutional Commitment to Minorities: A Guide to Institutional Self-Study," which was developed under the auspices of the American Council of Education. The study was entitled "Organizational Influences on Baccalaureate Achievement by Minorities: Ten Case Studies." Successful campus efforts to improve minority degree achievement in a majority of the 10 institutions were: strong programs to help students with academic preparation problems; emphasis on pre-college programs and relations with elementary and secondary schools; emphasis on multicultural environments; successful resolution to the organizational dilemma of separatist versus support programs for minority students; proactive approaches to financial aid; and opportunities for on-campus housing. The following five areas of the institutional self-study framework are addressed: admissions and recruitment; financial aid; counseling, support services, and placement; curriculum; and environment. The "Framework for Evaluating Institutional Commitment" is appended and 11 references are included. (SW)

ED 292 416

HE 021 282

Bensimon, Estela M.

The Meaning of "Good Presidential Leadership": A Frame Analysis. ASHE Annual Meeting Paper.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Nov 87

NOTE- 38p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24,

current presidents, and other groups or individuals are provided with guidelines for appointing a university president. The elements necessary for appointment are described as well as the conditions resulting from appointment. The search process should include such steps as an assessment of the needs of the institution prior to the start of the search, a determination (by the governing board) of the representative nature of the search committee, appointment of the search committee, generation of a timetable for completion, a statement of criteria for selection, determination of a communication plan, identification of qualified candidates, screening of the candidate pool, selection and interviewing of finalists, and offering the position to the top candidate. Clearly stated conditions of employment are important, and they include the nature, scope of authority, and responsibility vested in the president; conditions of appointment (academic rank, tenure, length of appointment, and assessment); compensation; insurance; housing; travel; leaves; miscellaneous considerations (social responsibilities, research and writing assistance, moving expenses); and leaving the presidency. Formal assessment of the president's performance in office is also important, and the governing board must establish a policy. Essential elements of this evaluation are a statement of expectations, the president's own self-assessment, a statement by the governing board of assessment procedures, and a meeting with the president and governing board to discuss the assessment while in progress. (SM)

ED 292 430

HE 021 315

Deegan, William L.; And Others

Translating Theory into Practice: Implications of Japanese Management Theory for Student Personnel Administrators. NASPA Monograph Series Volume 3. First Edition.

National Association of Student Personnel Administrators, Inc.

REPORT NO.- ISBN-0-931654-03-3

PUB DATE- Mar 85

NOTE- 85p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Administrative Policy; *Administrator Education; Administrator Qualifications; Higher Education; *Leadership; Models; Morale; *Organizational Climate; *Personnel Directors; Personnel Management; Productivity; Quality Circles; Student

Television; School Surveys; *Use Studies; *Video Equipment;
*Videotape Recordings

Based on contacts with almost 160 people in 12 states over the course of a year's travels, this book reports on the use of television technology in many American elementary and secondary schools some 30 years after its introduction as a medium with great promise for teaching and learning. Experiences that teachers are having with the medium in the mid-1980s are described, and their exploitation of video technology is attributed to three essential elements--equipment, programming, and support--as well as the total control of programming at its point of use which has been made possible by the introduction of the videocassette recorder. The use of suitable programming for all curriculum areas and grade levels is also chronicled, with emphasis on its use to strengthen existing instruction, foster change, and promote equal access to educational opportunities. The report concludes with a discussion of the support given to teachers by their principals, media coordinators, and others who work directly with them, which underscores the critical importance of such support in realizing video's promise. The text is supplemented with tables and photographs throughout, and lists of the names of those interviewed and the sources of the video programs are appended. (EW)

ED 292 444

IR 013 196

Bass, Ronald K., Ed.; Lumsden, D. Barry, Ed.
Instructional Development: The State of the Art.

REPORT NO.- ISBN-0-88429-099-9

PUB DATE- 78

NOTE- 266p.; Reprinted 1987. For individual chapters of this book, see IR 013 197-208. For chapter 5, see ED 144 587.

AVAILABLE FROM- Best Book Publishers, P.O. Box 1894, McAlester, OK 74502 (\$10.95).

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Books (010) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Change Agents; College Faculty; *College Instruction; *Faculty Development; Higher Education; *Instructional Design; *Instructional Development; *Instructional Improvement; Methods Research; State of the Art Reviews

Designed to provide the reader with in-depth examinations of several key aspects of instructional development, this book

GRANT- NIE-6-83-0027

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Reports - Research/Technical (143) Tests, Questionnaires,

Evaluation Instruments (160)

DESCRIPTORS- Bilingual Students; *Computer Assisted Instruction;
*Computer Literacy; Computer Software; *Curriculum Development;
Disadvantaged Youth; Elementary Education; Elementary School
Mathematics; *Equal Education; Holistic Approach; *Microcomputers;
Programming; Spanish Speaking; Writing Instruction

IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

This report describes a curriculum development program designed to address three problems associated with computer use in the schools: underutilization of the computer capabilities by overemphasis on basic skills instruction; stratified access to computers, or inequitable access based on race, sex, or income; and emphasis on teaching computer programming when the skills needed for the workplace are much more diverse. This project involved the systematic introduction of computer curricula in language arts and mathematics to students in grades 2-6. One classroom was part of a designated bilingual program, two others had a number of students who spoke Spanish as a first language, and one was designated as a Chapter 1 classroom. The report is presented in nine chapters: (1) "Introduction" (Hugh Mehan); (2) "The Classrooms" (Marcia Boruta, Ann Marie Newcombe, Marti tum Suden, and Christina Drale); (3) "Microcomputers and Classroom Organization: Some Mutual Influences" (Hugh Mehan); (4) "Some Cognitive and Social Benefits of Peer Interaction on Computers" (Hugh Mehan, Nick Maroules, and Christina Drale); (5) "A Holistic Approach to Computer Literacy" (Hugh Mehan, Margaret M. Riel, Marcia Boruta, Christina Drale, Nick Maroules, and Kim Whooley); (6) "Functional Learning Environments for Writing" (Margaret M. Riel); (7) "Computer Activities in a Bilingual Setting" (Luis C. Moll and Ann Marie Newcombe); (8) "Teaching Problem Solving Strategies" (Marti tum Suden and Robert Rowe); and (9) "Summary and Conclusions" (Hugh Mehan, Luis Moll, and Margaret M. Riel). The text is supplemented by 25 tables, 151 figures, and 103 references. Two appendices contain guidelines for selecting prompts and rubrics for use in teaching writing and a functional computer literacy test. (EW)

location in the library, and various ways to access the collection. The points of access described are the public catalog; special indexes, i.e., Monthly Catalog, American Statistics Index, Congressional Information Service Index, and Index to U.S. Government Documents; and two special access aids--the Publications Reference File, a microfiche document that is updated bi-monthly, and Subject Bibliographies, a series of more than 300 lists of documents in different subject areas. (CGD)

ED 292 475

IR 052 323

Amen, Kathleen L.

Congress, Laws, and Regulations: Government Documents. Academic Library Guide. Government Documents Series Number 2. Saint Mary's Univ., San Antonio, Tex.

PUB DATE- 88

NOTE- 10p.; For other guides in this series, see IR 052 322-325.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College Libraries; Depository Libraries; *Government Publications; Higher Education; Information Seeking; *Information Sources; *Laws; Library Collections; Library Guides; *Reference Materials

This document is the second in a series of four guides to the government documents collection in the academic library at St. Mary's University (San Antonio, Texas); the library has been a selective depository for U.S. Government publications since 1964. Focusing on congressional publications pertaining to laws and regulations, this guide describes the nature of the collection, its library location, methods of access, and particular types of congressional publications included in the collection, i.e., Hearing and Committee Prints, the Serial Set, the Congressional Record, Journals (the proceedings of the House and Senate), and miscellaneous congressional publications. The classification of bills is briefly explained, as well as the U.S. Code and the shelving of laws. Sources which regularly describe legislation and are good places to look for summaries and numbers of laws and bills are then listed, and descriptions of sources of information on regulations conclude this guide. (CGD)

Platt, Chet; Secord, Debra A.
Coastline Community College World Trade Center Institute Business and
International Education Program. Final Performance Report: A
Summary.

Coastline Community Coll., Fountain Valley, Calif.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 87

NOTE- 70p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Tests, Questionnaires, Evaluation Instruments (160) Reference

Materials - Directories/Catalogs (132)

DESCRIPTORS- *Business Administration; *Business Education; Community
Colleges; Credit Courses; Curriculum Evaluation; *Educational
Needs; Employer Attitudes; Facilities; *International Trade; *Needs
Assessment; Noncredit Courses; Occupational Surveys; Program
Descriptions; *Program Development; Relevance (Education); Student
Attitudes; Two Year Colleges; Workshops

IDENTIFIERS- *International Business Education

Under a Title VI-B grant, California's Coastline Community College
(CCC) conducted a needs assessment survey establishing a database
of international training needs, developed five courses and 10
workshops in international business, and formed the World Trade
Center Institute (WTCI). This report provides information on the
activities and accomplishments of CCC's Business and International
Education Program. After reviewing the project's goals, the report
examines the results of a survey conducted to determine what
international business programs existed in local educational
institutions, the types of students being served, and the training
needs of businesses engaged in international trade. The next
section of the report focuses on the development of CCC's credit
and non-credit curricula for international business education.
Finally, future prospects for the program are discussed. Appendixes
which form the greater part of the document provide: (1) a list of
the members of the project's advisory committees; (2) a description
of CCC and the World Trade Center Association of Orange County; (3)
the survey instruments and results; (4) a list of fall 1987 credit
course offerings; (5) an "International Business Education and
Training Directory," which contains information about credit
classes and credit-free workshops on international business
provided in Orange County by public and private two- and four-year
colleges, high schools, and proprietary schools; (6) an annotated
list of the spring 1988 classes offered by the WTCI; and (7) a

campus. The Doheny Campus has consistently developed innovative programs to enable students to successfully complete associate in arts degrees and also baccalaureate degrees at the main campus. The success of MSMC's efforts to retain its ethnically diverse student population is attributed to a coordinated program of academic development and support services. The program involves the following components: (1) admissions and testing to identify students with potential for success and their skill levels; (2) required classes to develop skills in areas where testing shows students are weak; (3) an extended, semester-long orientation course; (4) required work with a tutor at the Learning Resource Center; (5) an early warning system to notify students and their advisors of any difficulties the students are having; (6) a residence program capable of housing up to 170 students; (7) availability of courses in the baccalaureate program; (8) career counseling and internships; (9) community outreach; (10) English as a Second Language courses; and (11) multicultural tools and services. The MSMC program is based on the belief that students can succeed in college if placed in a supportive environment where there is individual attention, intervention when difficulties appear, and much feedback from the faculty and administration. (EJV)

ED 292 504

JC 880 132

MacDougall, Peter R.; Friedlander, Jack H.

The Costs of Innovation.

Santa Barbara City Coll., Calif.

PUB DATE- 7 Dec 87

NOTE- 34p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Community Colleges; *Cost Effectiveness; *Costs;

*Educational Innovation; *Expenditures; Long Range Planning;

*Organizational Change; Predictive Measurement; Program Evaluation;

Theory Practice Relationship; Two Year Colleges

A study was conducted to explore the possible negative consequences that can occur when an innovation is introduced into an organization, with a focus on how the dynamics of an organization can affect, and be affected by, change. After a review of the literature on organizational change and innovation was completed, structured interviews were held with staff members from colleges known to have an innovative program in staff development.

research findings by race and program of study is attached. (UCH)

ED 292 517

JC 880 154

General Academic Assessment. Institutional Research In-Brief #38.
Philadelphia Community Coll., PA. Office of Institutional Research.
PUB DATE- 27 Jul 87

NOTE- 15p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Achievement Tests; Community Colleges; General
Education; *Knowledge Level; *Liberal Arts; *Outcomes of Education;
Scores; Test Interpretation; Two Year Colleges; *Two Year College
Students

IDENTIFIERS- *General Academic Assessment

In spring 1986, the Community College of Philadelphia (CCP) participated in a study conducted by the Center for the Study of Community Colleges to test students' knowledge of the liberal arts. The General Academic Assessment (GAA), a 94-item test of student knowledge in the humanities, social sciences, mathematics, and English usage, was administered in 35 representative course sections to 645 students. Study findings included the following: (1) while students who had earned more than 60 credit hours at CCP outperformed students who earned fewer credits, the overall differences between new students and graduates were slight; (2) the GAA scores of students who had earned 45 to 59 credit hours were dramatically lower than the scores of all other students, regardless of course content area or credit hours earned; (3) student scores on the GAA math scale came the closest to displaying the type of steady upward trend that is consistent with a value-added perspective; and (4) regardless of subject content area, students entered and exited CCP with lower GAA scores than students at other colleges where the test had been administered. Possible explanations are put forth for the overall low GAA scores of CCP students and the higher scores of new students compared to continuing students. (UCH)

Durham, James A.
Community College Music Survey.
Okaloosa-Walton Junior Coll., Niceville, Fla.
PUB DATE- Jul 87

NOTE- 17p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Bands (Music); Choral Music; College Faculty; Community Colleges; Courses; Curriculum Research; *Enrollment Trends; Fees; Humanities Instruction; *Music Activities; *Music Education; Music Teachers; Music Theory; Surveys; Two Year Colleges

In 1987, a survey was conducted to determine the characteristics of music programs at a sample of public community colleges in six southern states. Survey instruments were mailed to the chief instructional administrators at 93 two-year colleges, requesting information on program size, credits offered, numbers of full- and part-time music teachers, numbers of students enrolled in fall 1986 in various music courses, the availability of an associate degree with an emphasis or major in music, enrollment patterns, fees, and planned curricular changes. Study findings, based on responses from 56 administrators, included the following: (1) of the responding colleges, 53 offered music courses, 39 offered a planned two-year music degree program, 42 offered music theory, and 30 considered enrollments in their music programs to be satisfactory; (2) among the Alabama colleges, 3 had bands with an average enrollment of 20.3 students, 7 had choruses, 1 had an orchestra, 3 had show choirs, and 6 had stage bands; (3) the anticipated number of performances ranged from a low of 1 and 2 performances per term to a high of 51 performances per year for a Mississippi community college country/western ensemble; (4) a course in the fundamentals of music was required by many institutions as a prerequisite for enrollment in music theory; (5) average enrollments in fundamentals of music courses were highest (26.4 students) in Alabama colleges and lowest (10.8 students) in Tennessee colleges; and (6) special fees for music instruction ranged from zero for the Alabama community college system to a high at one Florida college of \$90 per one credit/half-hour lesson per week. (UCM)

summarizing the report's contents, Chapter I discusses issues in measuring family income. Chapter II reports family income in 1986, in terms of income by (1) family type, (2) age of family head, (3) number of workers, and (4) sources of income. Chapter III reports income trends across the 16-year period, discussing trends in terms of the four categories enumerated above. Chapter IV focuses on factors affecting family income, including macroeconomic conditions, government policies and cash transfer programs, demographic characteristics, and number of workers per family. Appendices provide demographic and income data, 1970-1986; data on income, price indexes, and poverty thresholds; poverty statistics for families, 1970-1986; a note on limitations of the March 1987 Current Population Survey for the years 1971 through 1987; and data on income distributions by family type. (RH)

ED 292 546

PS 017 216

Child Care Centers in Park Settings.
Child Care Management Resources.; Elicker (John B.) Architects.
Columbia, MD.; Giegerich & Associates, Inc., Rockville, MD.
SPONS. AGENCY- Maryland - National Capital Park and Planning
Commission, Silver Spring.
PUB DATE- Oct 87
NOTE- 160p.; For related documents, see PS 017 217-218.
AVAILABLE FROM- Maryland-National Capital Park and Planning
Commission, 8787 Georgia Avenue, Silver Spring, MD 20910 (\$5.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Reports - Research/Technical (143) Tests,
Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Planning; *Community Resources; Community
Surveys; *Day Care Centers; Early Childhood Education; Facility
Case Studies; Facility Guidelines; *Parks; *School Location; Site
Analysis; *Standards
IDENTIFIERS- *Maryland (Montgomery County)
One of three studies of child care which addressed a variety of
planning and site planning issues of concern to the Montgomery
County Planning Board in Silver Spring, Maryland, this study
reports findings related to the location of child care facilities
in park settings. Principal purposes of the study were to: (1)
analyze the community impact of child care centers operating in
recreation or community buildings, schools, and modulars in park or

Status of Day Care in Canada 1985: A Review of the Major Findings of the National Day Care Study, 1985 = Situation de la garde de jour au Canada, 1985: Revue des principales conclusions de l'étude nationale menée en 1985.

National Day Care Information Centre, Ottawa (Ontario).

SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).

PUB DATE- 85

NOTE- 38p.; For 1983 report, see ED 259 823; for 1984 report, see ED 261 789.

LANGUAGE- English; French

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Age Groups; *Day Care; Early Childhood Education; *Employed Parents; Foreign Countries; *Incidence

IDENTIFIERS- *Canada

Intended primarily for Canadians, and written in both French and English, this study aims to present a general overview of day care services in Canada in 1985 in terms of an ongoing statistical examination of the rate of growth in day care provision. Since 1973, questionnaires have been distributed annually to day care officials in each province and territory. Questionnaires are followed up by a telephone call or personal visit during which difficulties encountered in gathering information are discussed. Day care associations and informed individuals are also contacted as supplementary sources of information. Data in this report concern the increase in day care spaces, age groups served by day care programs, sponsorship of day care centers, and full-time day care spaces in Canada in relation to the number of day care-age children whose parents are in the labor market. (RH)

What Every American Should Be Asking Political Leaders in 1988: About Children and the Future, About Leadership and Vision, about National Values and Priorities.

Children's Defense Fund, Washington, D.C.

PUB DATE- 88

NOTE- 25p.

preprimary programs in the United States between October 1964 and October 1984, and representative state program funding allocations for 1985-1986. (RH)

ED 292 574

PS 017 257

Trent, Janice Camella

The Relationship between Self-Concept and Academic Achievement of Kindergarten Students.

PUB DATE- 86

NOTE- 14p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; *Correlation; *Kindergarten Children; *Primary Education; *Racial Differences; *Remedial Instruction; *Self Concept; *Sex Differences

A study was made to determine if a relationship could be found between the self-concept and academic achievement of 65 kindergarten children. Subjects were tested using the Bracken Basic Concept Scale, and 18 items from the Piers-Harris Children's Self-Concept Scale. Of the subjects, 37 were white, 25 were black, and 3 were from other groups. Thirty children were receiving remedial assistance. The Bracken scale was administered to measure academic achievement in the areas of colors, letter identification, number and counting, comparisons, and shapes. Piers-Harris items on intellectual and school status only were administered to assess self-concept. Contrary to findings of previous studies, a correlation was found between self-concept and academic achievement of kindergarten children. Correlations were also found between achievement and race, remedial assistance and race, sex and race, and achievement and remedial assistance. (RH)

ED 292 575

PS 017 258

Powell, Cathy

Development of a Volunteer Parent Participation Program in the

and the majority of Oregon children need child care on a daily basis. Priority issues discussed include: (1) quality in child care programs; (2) state regulation of child care services; (3) making child care affordable; (4) establishment of an Office of Child Care; (5) encouraging employer and corporate involvement; (6) parental leave; (7) infant and toddler care; (8) school age day care; (9) day care for special needs children; (10) child care information and referral services; and (11) liability insurance. Emerging issues discussed include teen-parent child care, ill child care, community planning, and national child care issues that affect Oregon. The concluding section of the report reviews 1987's accomplishments: legislation acted upon, seven community meetings sponsored by the Oregon Commission on Child Care, and a statewide conference sponsored by the commission. References cite literature concerning child care in other states, Oregon studies and reports, major books and reports, and periodicals and articles. (RH)

ED 292 589

PS 017 281

Cain, Suzanne H.; Clark, M. L.

Empathy and Social Relationships in Children.

PUB DATE- Mar 87

NOTE- 20p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (33rd, Atlanta, GA, March 25-28, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Demography; Elementary Education; *Elementary School Students; *Empathy; *Friendship; Grade 4; *Interpersonal Competence; Moral Values; Peer Relationship; *Popularity; Predictor Variables; Psychological Patterns; Rating Scales; *Self Concept

IDENTIFIERS- Multiple Measures Approach

Empathy among 61 elementary school students in the 4th grade was investigated, with particular attention to the relationship between empathy and the variables of self-concept, social competence, popularity, number of reciprocal friends, friendliness, and four dimensions of friendship expectations--mutual activities, conventional morality, loyalty and commitment, and empathic understanding. Several paper and pencil measures were administered to the children, demographic data were obtained, and classroom teachers completed rating scales of children's social competence. Empathy was assessed using the Feshbach and Roe Test for Empathy.

Department of Agricultural Economics, North Dakota Agricultural
Experiment Station, North Dakota State University, Fargo, ND 58105.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive
(Program/Project Descriptions) (141)

DESCRIPTORS- Age; American Indian Reservations; *American Indians;
*Birth Rate; Culture; *Educational Attainment; Employment Patterns;
Employment Statistics; Income; Infant Mortality; *Labor Market;
Marital Status; Occupations; *Population Trends; Poverty; Sex;
*Statistical Data; Tribes; Unemployment

IDENTIFIERS- Bureau of the Census; *North Dakota

U.S. Bureau of the Census data show that in 1980, Native Americans resided in all but five counties in North Dakota, with the greatest concentration in the counties containing reservations (35.3% in Rolette County, which contains the Turtle Mountain Reservation). Nearly 63% were under 25 years of age; 53.6% of these between 5 and 17. The median age was 19.1 years, nearly 10 years younger than the state median of 28.3 years. Almost 44% of men and 34.7% of women were single. Fertility levels for Native American women were much higher than for North Dakota women in general. The crude death rate mirrored that of whites (8.7 deaths per thousand), but infant mortality was greater among Native Americans. In 1980, 28.7% of all Native Americans in North Dakota aged 25 or over had completed fewer than 9 years of formal education. The labor force participation (52.5%) was lower than the 61.4% statewide for persons aged 16 and over, with 19.2% unemployed, or four times the state rate. The largest proportion (26.2%) of Native Americans were employed in service occupations, with the average income, in 1979, \$12,975, compared with \$20,473 for all families. Almost 40% of all Native Americans were impoverished in 1979, more than three times the level of impoverishment for North Dakota in general. Statistical data are appended. (JMH)

ED 292 603

RC 016 561

Daul, Jennifer; And Others

Spanish Americans in North Dakota, 1980: A Statistical Portrait.

Report Series No. 7.

North Dakota State Univ., Fargo. Dept. of Agricultural Economics.

PUB DATE- Oct 86

NOTE- 13p.; Best copy available. Some pages contain very small type.

AVAILABLE FROM- Coordinator, North Dakota Census Data Center,

interviews, and questionnaires administered to education officials, chemistry teachers, school administrators, and students. The interview data yielded salient information about the operation of WAEC in West Africa and Nigeria, compared with that of the University of London School Examinations Board (ULSEB) in England. Two main differences were observed: (1) the strong influence of the African government on WAEC's operation, whereas, the ULSEB is not influenced by the British government; and (2) the issue of security, which has led to examination leakages in African states. Implications and conclusions drawn from the study include the need to: develop strategies to improve organizational communication in the Nigerian centralized educational system; and (2) improve preservice training of chemistry teachers to make them more effective communicators of scientific information. (CW)

ED 292 616

SE 048 958

Piburn, Michael D.; And Others

Misconceptions about Gravity Held by College Students.

PUB DATE- Apr 88

NOTE- 27p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Science; College Students; *Gravity (Physics); Higher Education; *Interviews; Mechanics (Physics); *Misconceptions; Physical Sciences; *Physics; Qualitative Research; Science Education; Space Sciences; *Undergraduate Students

IDENTIFIERS- Science Education Research

This study was part of a continuing exploration of the naive misconceptions of students in the physical sciences conducted within the context of current literature in alternative frameworks. The sample was selected from among those students registered for a liberal education physical science class at a small private college. The method used was a clinical interview, beginning with very open-ended questions, moving to that of "interview-about-instances," and ending with a paper-and-pencil test. During interviews about the nature of the solar system, the subject invariably turned to gravity. This appeared to be an exceptionally salient topic to the students and one about which

Bennett, Albert B., Jr.

Fractions--Concepts before Symbols.

PUB DATE- 87

NOTE- 13p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Elementary Education; *Elementary School Mathematics; Functions (Mathematics); Fundamental Concepts; Intuition; Manipulative Materials; *Mathematical Concepts; Mathematical Vocabulary; Mathematics Education; *Mathematics Instruction; *Mathematics Materials; Mathematics Skills; *Ratios (Mathematics); Symbols (Mathematics); *Teaching Methods

The learning difficulties that students experience with fractions begin immediately when they are shown fraction symbols with one numeral written above the other and told that the "top number" is called the numerator and the "bottom number" is called the denominator. This introduction to fractions will usually include a few visual diagrams to help students learn about these strange new number symbols, and soon thereafter the students are told the rules for operations on them. The purpose of this paper is to show how fraction concepts and operations can be taught intuitively with manipulative materials before fraction symbols and rules are introduced. This is demonstrated with part-to-whole models such as "Fraction Bars." The concepts are built progressively including the part-to-whole concept, equality, addition, subtraction, multiplication and division. In each case, methods and examples are given. It is possible to teach fraction concepts and provide readiness for fraction operations before introducing fraction symbols or rules. Creating and playing games is an effective method of motivating students to become actively involved in the learning process. This paper recommends a lengthy readiness period for fractions and contains specific suggestions for activities during this period. (CW)

ED 292 631

SE 048 974

State of the Environment: A View toward the Nineties. A Report from the Conservation Foundation.

Courseware; *Educational Technology; Higher Education; Mathematics Education; National Programs; *Research Projects; Science Education; Science Teachers; Secondary Education; *Secondary School Mathematics; *Secondary School Science; Videodisks
IDENTIFIERS- Mathematics Education Research; Science Education Research

The Educational Technology Center (ETC) was established by the National Institute of Education in October, 1983, in order to find ways of using the computer and other information technologies to teach science, mathematics, and computing more effectively. This report describes the ETC, presents its framework for research, and summarizes work on 12 research projects. These projects dealt with the following topics: (1) weight and density; (2) heat and temperature; (3) scientific theory and methods; (4) complex systems; (5) fractions; (6) word problems; (7) programming; (8) applications of computers; (9) videodisc technology; (10) computers and television; (11) speech technology; and (12) science teachers' networks. (TW)

ED 292 645

SE 048 994

Educational Technology Center Third Year Report.

Educational Technology Center, Cambridge, MA.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Nov 86

NOTE- 50p.; For the first and second year reports, see SE 048 992-993.

CONTRACT- 400-83-0041

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Reports - Research/Technical (143)

DESCRIPTORS- College Mathematics; College Science; *Computer Assisted Instruction; Computer Networks; *Computer Uses in Education; Courseware; *Educational Technology; Higher Education; Mathematics Education; National Programs; *Research Projects; Science Education; Science Teachers; Secondary Education; *Secondary School Mathematics; *Secondary School Science; Videodisks

IDENTIFIERS- Mathematics Education Research; Science Education Research

The Educational Technology Center (ETC) was established by the National Institute of Education in October, 1983, in order to find

DESCRIPTORS- Annotated Bibliographies; *Chemistry; *College Science; Higher Education; *Literature Reviews; Physical Sciences; *Publications; Safety; Science Education; *Scientific and Technical Information

This report provides a survey and evaluation of chemical information literature. Contained in this survey are an overview of the chemical literature field, comments on obtaining access to this literature and annotated bibliographies of primary, secondary, and tertiary sources as well as special topics. Primary sources include journals, patents, dissertations, conferences, and reports. Secondary literature includes dictionaries, encyclopedias, handbooks, data sources, methods, monographs, multigraphs, serials, treatises, reviews, bibliographic guides, abstracting services and alerting services. Tertiary literature is defined as textbook guides. Special topics include nomenclature, biographies, directories, safety, environmental, marketing and business. (CW)

ED 292 660

SE 049 012

Bowers, Patricia Shane

The Effect of the 4MAT System on Achievement and Attitudes in Science.

PUB DATE- 87

NOTE- 197p.; Ph.D. Dissertation, University of North Carolina at Chapel Hill. Some pages have smudged print.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Academic Achievement; *Brain Hemisphere Functions; *Cognitive Style; *Elementary School Science; Gifted; Grade 6; Intermediate Grades; *Motion; Physics; Science Curriculum; Science Education; Science Instruction; *Scientific Attitudes; Student Attitudes

IDENTIFIERS- *4MAT System; Newton Laws of Motion

The purpose of this study was to investigate the effects of the 4MAT instructional system on achievement and attitudes in science. Fifty-four academically gifted sixth grade students in three schools in the Chapel Hill-Carrboro (North Carolina) City Schools were randomly assigned to two groups, a 4MAT group and a Restricted-Textbook group that used only left-hemisphere activities. Both groups were taught a three-hour unit on Newton's

ED 292 268

EC 202 050

Nomura, Tosuke

On the Conceptual Confusion about Emotional Disorders and Autism.
Tokyo Gakuzei Univ. (Japan). Research Inst. for the Education of
Exceptional Children.

PUB DATE- 87

NOTE- 10p.

LANGUAGE- Japanese

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Journal Articles (080) Opinions/Personal

Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Autism; Classification; Definitions; Developmental
Disabilities; *Educational Needs; Elementary Secondary Education;
*Emotional Disturbances; Foreign Countries; *Special Classes;
Special Education

IDENTIFIERS- *Japan

There has been serious confusion between the terms "infantile autism" and "emotional disorders" in Japan, especially as pertains to special education classes. Special classes for emotionally disturbed children began in Japan in 1969 with a rapid increase to over 2000 classes by the 1980's. However, most of the children attending such classes were autistic rather than emotionally disturbed. The American Psychiatric Association Diagnostic and Statistical Manual (III) proposed the classification of autism under the heading "Pervasive Developmental Disorders." Appropriate educational treatment is different for autistic and emotionally disturbed children. Although practical reasons originally led to naming the special class group "emotionally disturbed," the differences between emotionally disturbed and autistic children need to be recognized and appropriate services provided to each group. (Author/DB)

ED 292 269

EC 202 051

Itoh, Hideo

Eye Movements in Autistic, Mentally Retarded and Normal Young

between CHES scores and academic achievement, intelligence tests, and visual-motor skills is analyzed. Teachers, tutors, and parents are urged to work with dyslexic children on their handwriting skills for 5 minutes a day. (Author/JDD)

ED 292 283

EC 202 066

Raines, Shanah R.; And Others

Perceptual and Emotional Effects of Assuming a Disability.

PUB DATE- 87

NOTE- 35p.; Paper presented at the Annual Conference of New England Educational Research Organization (Stratton, VT, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adaptive Behavior (of Disabled); *Attitude Change;

*Counselor Attitudes; *Disabilities; Empathy; Etiology; *Handicap

Identification; Higher Education; Rehabilitation; Role Playing;

*Simulation; Social Bias; *Student Teacher Attitudes

The effects of assuming a disability in changing attitudes towards persons with disabilities were assessed in 18 undergraduate students who were enrolled in an introductory rehabilitation counseling course. The subjects were instructed to engage in two levels of assumed disability (one-hand bound and two-hands bound) in three settings (private dinner, public dinner, studying in a library). Before beginning the sequence of assumed disability tasks, subjects judged pairs of 15 disabilities on a nine-point similarities scale and completed 11 attribute rating scales of the same disabilities. Both measures were readministered after all six tasks were completed. Appraisal ratings and mood adjective checklists were completed immediately after each assumed disability task, resulting in six assessments. Results support a three-dimensional (Visibility, Functional-Organic, and Severity) scaling solution of rehabilitation student's perceptions of 15 disabilities. The only significant shift from pretest to posttest occurred in the Functional-Organic dimension. The students placed more importance on the etiology of disabling conditions after undergoing the assumed disability tasks. The findings also support the assumption that cognitive changes resulting from assuming a disability are due to the threatening nature of the task, but threat need not involve negative affect. (Author/VW)

ED 292 298

FL 017 213

Gonsalves, Renison J.

A Definitional Analysis of English Causative Verbs; Its Linguistic and Psycholinguistic Basis.

PUB DATE- Dec 87

NOTE- 9p.; Paper presented at the Annual Meeting of the Linguistic Society of America (62nd, San Francisco, CA, December 27-30, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classification; *English; Linguistic Theory; Phrase Structure; Psycholinguistics; *Semantics; *Structural Analysis (Linguistics); *Verbs

IDENTIFIERS- *Causatives (Grammar); Markedness

Arguments in favor of a particular decompositional approach to word meaning are presented and contrasted with other theories. The approach in question uses semantic markers to represent word meanings. The semantic marker analysis of English causative verbs is outlined and illustrated, showing how such an analysis could account for the semantic properties and relations of sentences in which the verbs occur, and how it could account for some of the psychological evidence reported in the literature. A list of references is included. (HSE)

ED 292 299

FL 017 214

Cook, Haruko Minegishi

Group and Individual Evidentials: Sentence-Final "No" and Bare Verbs in Japanese.

PUB DATE- Dec 87

NOTE- 11p.; Paper presented at the Annual Meeting of the Linguistic Society of America (62nd, San Francisco, CA, December 27-30, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classification; *Cultural Context; Individualism; *Japanese; *Language Usage; Linguistic Theory; Pragmatics;

GRANT- EH-20558-85

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Applied Linguistics; *College Curriculum; Curriculum Design; *Dialects; Higher Education; *Immigrants; Intellectual Disciplines; *Interdisciplinary Approach; *Language Planning; Language Variation; Refugees; Scholarly Journals; Second Language Instruction; Serials; Undergraduate Study

A discussion of the field of applied linguistics defines the scope of the discipline, outlines some of the regular publications and activities within it, and looks at four examples of its role in the field of education: language planning, refugee and immigrant issues, dialect issues, and varieties of English. It is emphasized that in these and other areas, applied linguistics is an interdisciplinary endeavor, combining the information and expertise gained from linguistics and from a variety of other fields, as appropriate. (MSE)

ED 292 316

FL 017 233

Wilbur, Ronnie

Clinical Linguistics. Linguistics in the Undergraduate Curriculum, Appendix 4-B.

Linguistic Society of America, Washington, D.C.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE- Dec 87

NOTE- 10p.; In: Langendoen, D. Terence, Ed., Linguistics in the Undergraduate Curriculum: Final Report; see FL 017 227.

GRANT- EH-20558-85

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- American Sign Language; *College Curriculum; Correlation; *Educational Needs; Higher Education; Intellectual Disciplines; *Language Handicaps; *Linguistics; *Program Design; *Speech Handicaps; Undergraduate Study
IDENTIFIERS- *Clinical Linguistics

A discussion of the field of clinical linguistics outlines the scope of the discipline, notes its relationship to other speech- and language-related fields, and describes the components of an undergraduate program for individuals in a linguistically relevant

Phonology; Psycholinguistics; Science Fiction; Sociolinguistics; Suprasegmentals; *Undergraduate Study

Thirty-six nontraditional undergraduate courses in linguistics are described. Course topics include: animal communication, bilingualism, sociolinguistics, introductory linguistics, language and formal reasoning, language and human conflict, language and power, language and sex, language and the brain, language planning, language typology and universals, the languages of science fiction and fantasy, languages of the world, linguistics and related disciplines, linguistic approaches to point of view in fiction, linguistics and literature, faculty enrichment in linguistics, phonology, the politics of language, psycholinguistics, Black English, textual analysis, thinking linguistics, traditional grammars, suprasegmentals, designing and implementing undergraduate linguistics courses, and writing systems and decipherment. Each description includes information about the course level, content, required and suggested readings, syllabus, requirements, other features, and a source of further information. (MSE)

ED 292 331

FL 017 248

Library List: A Suggested Library Collection for Undergraduate Linguistics Programs. Linguistics in the Undergraduate Curriculum. Appendix 6.

Linguistic Society of America, Washington, D.C.

SPONS. AGENCY- National Endowment for the Humanities (NEAH), Washington, D.C.

PUB DATE- Dec 87

NOTE- 226p.; In: Langendoen, D. Terence, Ed., Linguistics in the Undergraduate Curriculum: Final Report; see FL 017 227.

GRANT- EH-20558-85

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Bibliographies; Bilingualism; Case Studies; *College Curriculum; Communication Skills; Grammar; Higher Education; *Library Collections; *Linguistics; Phonetics; Psycholinguistics; Second Language Learning; Semantics; Sociolinguistics; *Undergraduate Study

IDENTIFIERS- *Middlebury College VT

A list of linguistics-related holdings in the Middlebury College (Vermont) library is presented as an example of a well-developed library collection for an undergraduate linguistics program. The

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Case (Grammar); Foreign Countries; *Form Classes
(Languages); *Language Patterns; Morphology (Languages); *Nouns;
*Phrase Structure; Structural Analysis (Linguistics); Uncommonly
Taught Languages; Verbs; Word Frequency
IDENTIFIERS- *Pakistan (Skardu); *Shina

An unusual construction in Shina grammar is examined, particularly as it has been observed in the language form spoken in the Skardu region of Pakistan. The construction occurs in the use of the dative case with certain verbs. The patterns of occurrence and the origins of this phenomenon are analyzed through examples from Shina. (MSE)

ED 292 346

FL 017 263

Guice, Stephen A.

A Chapter in the Early History of American Linguistics.

PUB DATE- Dec 87

NOTE- 28p.; Paper presented at the Annual Meeting of the Linguistic Society of America (San Francisco, CA, December 27-30, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *American Indian Languages; Authors; Grammar; *Intellectual History; *Language Classification; *Language Research; Language Typology; *Linguistics; Publications

IDENTIFIERS- *DuPonceau (Peter Stephen); *Pickering (John); United States

The contributions of Peter Stephen DuPonceau and John Pickering to American linguistics in the early nineteenth century are reviewed and discussed. Despite their probable status as amateurs in the study of American Indian languages and their very limited fieldwork, they made some significant contributions to the general field of language studies in their time and to the general intellectual climate of the era. Their most lasting impact on later generations of scholars appears to be through their analyses of American Indian languages, particularly in their efforts at language typology. Forty-eight references are listed. (MSE)

ED 292 361

HE 020 490

Hollander, T. Edward

A Position Paper on Postsecondary Assessment.
New Jersey State Dept. of Higher Education, Trenton.

PUB DATE- 12 Jan 87

NOTE- 17p.; Paper collected as part of the American Association for
Higher Education Assessment Forum.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- College Role; *Educational Assessment; Government Role;
*Government School Relationship; Mastery Tests; *Outcomes of
Education; Position Papers; *Postsecondary Education; *Program
Development; Public Policy; Student Evaluation; Teacher Role; Test
Results

IDENTIFIERS- *AAHE Assessment Forum; *New Jersey

Principles of sound educational assessment are discussed, along
with current assessment issues and appropriate roles of colleges
and the state in developing and implementing assessment systems.
Assessment practice in New Jersey is considered. Principles of good
assessment include: assessment should serve, not dictate,
educational purposes; forms of assessment designed to serve one
purpose will not necessarily be suitable to serve another;
judgments regarding individuals, programs, and colleges should be
based on multiple indicators of performance; and when improvement
in educational practice is desired, faculty should help shape
assessment purposes and procedures. Features of schools that
influence the most appropriate forms of assessment include mission,
curricula, and faculty roles. Efforts to develop more systematic
assessment procedures at the state level in New Jersey include the
Basic Skills Assessment Program and the College Outcomes Evaluation
Program. One major issue concerning assessment is whether students
should be required by the state to pass a particular test in order
to be permitted to proceed to the next phase of their college
education. A resolution concerning assessment principles in New
Jersey is included. (SW)

ED 292 362

HE 021 209

Miller, Gary E.

of the subsequent group discussions for each topic, are included. Brief biographies of all symposium participants are provided. (SM)

ED 292 374

HE 021 238

Proceedings of the University of Wyoming Trustee Symposium (Jackson, Wyoming, August 3-6, 1986).

Wyoming Univ., Jackson.

PUB DATE- Aug 86

NOTE- 23p.; For related document, see HE 021 237.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *College Faculty; Conferences; Futures (of Society); Graduate Study; *Higher Education; *State Universities; Trustees; Undergraduate Study

IDENTIFIERS- *University of Wyoming; Wyoming

The 1986 University of Wyoming Trustees Symposium examined five broad topics. Keynote speakers and topics are as follows: "An Introduction to the University of Wyoming" (Donald L. Veal); "What Is a University and What Is Its Role in Society?" (Walter Eggers); "Challenges for Universities in the Decades Ahead" (Jack H. Schuster); "Alternatives for Dealing with the Challenges" (Janice H. Harris); and "Where Do We Go from Here?" (Walter Eggers). Recommendations include the need to: strengthen the curriculum in education, develop a statewide system of higher education, concentrate on faculty development via better working conditions and recognition; improve communications among students, faculty, administrators, and trustees within the university; and consolidate programs. Summaries of the group discussions and brief biographies of each participant, including the University of Wyoming Trustees, are included. (SM)

ED 292 375

HE 021 239

New Jersey College Basic Skills Placement Testing. Fall 1987.
Entering Freshmen.

Student Attitudes; Teacher Attitudes; *Teacher Student Relationship
IDENTIFIERS- *ASHE Annual Meeting

Over 150 doctoral students and faculty in U.S. programs for the study of higher education were interviewed to determine their views concerning the social context of these programs. Both faculty respondents (including program directors) and doctoral students perceived the social context of the programs to involve a plurality and diversity of students. Faculty did not agree about the mission of their program, and students perceived an ambiguity and conflict in purpose. Students were unsure of the criteria that faculty used to allocate their time among students for advisement and other purposes. They were also uncertain of criteria that faculty used to identify students who were seriously committed or involved in the study of higher education and to ascertain the degree of professionalism that students have already attained. Consideration was also given to: joining a group for academic purposes while in graduate school, the role of faculty in developing a program's social context, privileges and responsibilities of group membership, and actions and behaviors connected to leaving the social context. (SW)

ED 292 389

HE 021 253

Loessin, Bruce A.; And Others

Fund Raising Effectiveness in Higher Education. ASHE Annual Meeting
Paper.

SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.

PUB DATE- Nov 87

NOTE- 34p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches. Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- Alumni; Corporate Support; *Donors; *Fund Raising;
*Higher Education; Philanthropic Foundations; Private Colleges;
*Private Financial Support; Program Effectiveness; Public Colleges;
Research Universities; Two Year Colleges

IDENTIFIERS- *ASHE Annual Meeting

Fund raising effectiveness in 10 types of higher education institutions and for four major donor groups was studied. Separate analyses were undertaken for public and private institutions of

ASHE Annual Meeting Paper.

PUB DATE- Nov 87

NOTE- 21p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Curriculum; *College Students; Curriculum Development; Developmental Stages; Educational Research; Higher Education; *Outcomes of Education; Postsecondary Education as a Field of Study; Student Characteristics; *Student Development; Theories; *Theory Practice Relationship

IDENTIFIERS- *ASHE Annual Meeting

The literature on the development of college students is discussed, and recommendations are offered for developing a course on student development theory and research. The following observations about the literature are considered: (1) the literature on the college student is actually two separate literatures, one focused on outcomes and the other on development, and there are few links to guide meaningful synthesis; (2) the literature is largely monocultural, focusing on white upper and middle class students at large residential research universities; and (3) there is a lack of process models that tie directly to specific theory and that can be used to guide practice on college campuses. The outcomes approach is more sociological and uses demographic data to assess broadly defined groups of students. The student development approach takes a more psychological approach and uses theories to identify developmental levels or tasks of students. It is suggested that in courses on college student development both bodies of literature be used. To locate readings on students who are not part of the dominant culture, readings from other disciplines such as counseling may need to be tapped. Included are 28 references. (SW)

ED 292 403

HE 021 267

Stage, Frances K.

Reciprocal Causation and Mixed Effects within the Tinto Model of College Student Withdrawal. ASHE Annual Meeting Paper.

PUB DATE- Nov 87

NOTE- 34p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24,

1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Attitudes; *College Presidents; Higher Education; *Leadership; *Organizational Theories; *Role Perception

IDENTIFIERS- *ASHE Annual Meeting

The extent to which college presidents incorporate single or multiple vantage points in evaluating good leadership was studied, based on Bolman and Deal's framework as adapted by Birnbaum. They suggest that leaders implicitly use different cognitive "frames" to define their role and understand organizational behavior. A frame helps the administrator determine what is important and what can be safely ignored. Four frames for conceptual maps for understanding organizations and effective leadership behavior were used: the bureaucratic frame, the collegial frame, the political frame, and the symbolic frame. The cognitive frames of 32 presidents were identified by examining interview data that reflected their espoused theories of leadership. Of concern in the analysis of frames were leadership as the process of providing direction to a group or an institution, and the leadership tactics used to provide direction. Content analysis was used to code references to elements of the four frames in an interview passage. Frame analysis resulted in a three-part classification: presidents who espoused a single-frame theory, those who combined two frames, and those with multi-frame orientations. Results are describes and a sample coding form is appended. Thirty-three references are included. (SW)

ED 292 417

HE 021 283

Pascarella, Ernest T.

The Development of Critical Thinking: Does College Make a Difference?
ASHE Annual Meeting Paper.

PUB DATE- Nov 87

NOTE- 32p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cognitive Ability; *College Attendance; *College

Personnel Services; *Student Personnel Workers; Supervisory Training; Theory Practice Relationship; Training IDENTIFIERS- *Japanese Management Techniques

Japanese management theory was studied to identify specific models for consideration by student personnel administrators. The report is organized into three sections: major components of Japanese management theory, potential implications for student personnel administration, and three models, based on components of Japanese management theory, for adaptation by student personnel administrators. The first section discusses historical and theoretical perspectives from America, followed by: the development of a comprehensive philosophy; the creation of structures and incentives; nonspecialized career paths and job rotation; collective responsibility and values; trust, egalitarianism and holistic concern for staff; a long-term emphasis, slow evaluation and promotion, and lifetime employment; and the emphasis of subtlety. Section two considers criticisms of Japanese management theory, creating a climate, structural vehicles, quality circles, nonspecialized career paths and job rotation, matrix management, and concepts least likely to be implemented. The third section focuses on a quality circle model for student affairs, a model job rotation plan, and matrix organization models. It is concluded that Japanese corporate techniques for quality output, enhanced productivity, and cost reduction may be applicable to problems related to quality, cost reduction, and staff morale in U.S. higher education. There are 50 references. (SM)

ED 292 431

HE 021 316

Sherwood, Joan S., Ed.

Alcohol Policies and Practices on College and University Campuses.

NASPA Monograph Series Volume 7.

National Association of Student Personnel Administrators, Inc.

REPORT NO. - ISBN-0-931654-09-2

PUB DATE- Jul 87

NOTE- 108p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Collected Works -

General (020)

DESCRIPTORS- *Administrative Policy; Administrator Responsibility; *Alcohol Education; *Alcoholic Beverages; Campuses; *College Environment; College Students; Court Litigation; *Drinking; Drug

presents both descriptions of state-of-the-art developments and analyses of problems faced by the field. These reports are presented in 13 chapters written by 17 authors: (1) "The Relationship between Faculty Development (FD), Organizational Development (OD), and Instructional Development (ID): Readiness for Instructional Innovation in Higher Education" (Allen J. Abedor, Steven G. Sachs); (2) "The Intricacies of Instructional Development" (Marvin E. Duncan); (3) "Strategies for Teaching and Learning Instructional Design" (Frank V. Colton); (4) "Comprehension and the Design of Instructional Materials" (Buford E. Wilson); (5) "Selection and Evaluation of Alternative Teaching Methods in Higher Education" (Dean N. Osterman); (6) "Cognitive Style Mapping: Its Place in Instructional Development" (Ronald K. Bass, James D. Hand); (7) "The Organization and Implementation of Instructional Development Programs in Higher Education" (Joseph J. Durzo); (8) "Instructional Improvement Centers in Higher Education" (Barry Bratton); (9) "Politics of Instructional Development in Higher Education" (Robin Edgar Lawrason); (10) "Economic Evaluation in/of Instructional Development" (Gene L. Wilkinson); (11) "Collective Bargaining: Adversary or Colleague" (Dennis R. Schaffer); (12) "The Challenge from Within: Some Unpopular Views on Instructional Development Topics" (Roberts A. Braden and William R. Terrell); and (13) "Instructional Development: The State of the Art" (Ronald K. Bass, Charles R. Dills, and D. Barry Lumsden). The text is supplemented by various tables and figures, and each chapter includes a bibliography. Author and subject indexes are also provided. (EW)

ED 292 445

IR 013 197

Abedor, Allen J.; Sachs, Steven G.

The Relationship between Faculty Development (FD), Organizational Development (OD) and Instructional Development (ID): Readiness for Instructional Innovation in Higher Education. Chapter 1.

PUB DATE- 78

NOTE- 19p.; In: Instructional Development: The State of the Art.

Volume 1, 1978; See IR 013 196. For chapter 5, see ED 144 587.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *College Instruction; *Faculty Development; Higher Education; *Instructional Development; *Instructional Innovation;

Harrell, Thomas H.

Designing User-Computer Dialogues: Basic Principles and Guidelines.

PUB DATE- 87

NOTE- 10p.; Paper presented at the Annual Meeting of the American Psychological Association (New York, NY, August 28-September 1, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Computer Software; *Data Processing; *Design Requirements; Human Factors Engineering; *Man Machine Systems; *Psychological Evaluation; *Psychological Testing

This discussion of the design of computerized psychological assessment or testing instruments stresses the importance of the well-designed computer-user interface. The principles underlying the three main functional elements of computer-user dialogue--data entry, data display, and sequential control--are discussed, and basic guidelines derived from these principles are provided. Finally, the future direction of interface design is considered. Nine references are listed. (EW)

ED 292 462

IR 013 215

Benko de Rotaesche, Anne

The Influence of an Instructional Design upon the Learning of

Distance Education Students in Venezuela. ZIFF Papiere 66.

FernUniversität, Hagen (West Germany). Zentrales Inst. für

Fernstudienforschung Arbeitsbereich.

PUB DATE- Aug 87

NOTE- 142p.; Introduction by B. Holmberg.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; Developing Nations; *Distance Education; *Educational Media; Foreign Countries; Higher Education; *Instructional Design; Instructional Effectiveness; *Intermode Differences

IDENTIFIERS- *Venezuela

The purpose of this study was to determine whether the variables found to influence learning in laboratory settings were able to

ED 292 476

IR 052 324

Amen, Kathleen L.

Publications of the Census Bureau. Academic Library Guide. Government Documents Series Number 3.

Saint Mary's Univ., San Antonio, Tex.

PUB DATE- 87

NOTE- 14p.; For other guides in this series, see IR 052 322-325.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Census Figures; College Libraries; *Demography; Depository Libraries; *Government Publications; Higher Education; Information Seeking; *Information Sources; *Reference Materials

This document is the third of four in a series of guides to the government documents collection in the academic library at St. Mary's University (San Antonio, Texas); the library has been a selective depository for U.S. Government publications since 1964. This guide provides a description of the Census Bureau publications available in the library's documents collection, including documents on the census of population and housing, economic censuses, the census of agriculture, the census of governments, compendia, important serial publications, and international information. The final section discusses aids to the access and use of these library census materials, including specialized guides and indexes. (CGD)

ED 292 477

IR 052 325

Amen, Kathleen L.

Guide to U.S. Documents in Science and Technology. Academic Library Guide. Government Documents Series Number 4.

Saint Mary's Univ., San Antonio, Tex.

PUB DATE- 88

NOTE- 21p.; For other guides in this series, see IR 052 322-324.

brochure describing the programs and services of the WTCI. (UCH)

ED 292 490

JC 880 117

Bartzak-Graham, Susan
Roxbury Community College Report on Transfer Activities, July 1,
1986-June 30, 1987.
Roxbury Community Coll., Boston, MA.

PUB DATE- Jan 88

NOTE- 43p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Persistence; Articulation (Education); *College

Transfer Students; Community Colleges; *Educational Counseling;

Program Descriptions; *Student Personnel Services; Student

Recruitment; *Transfer Programs; Two Year Colleges; Workshops

IDENTIFIERS- College Fairs; *Urban Community Coll Transfer

Opportunities Prog

An overview is presented of 1986-87 transfer research conducted at Roxbury Community College (RCC) and of the on-going components of the college's Transfer Opportunities Program (TOP). The first sections of the report cover counseling activities, transfer patterns, College Fairs, individual student recruitment, conference attendance, transfer workshops, TOP articulation and cross-registration programs with other postsecondary institutions, the TOP Scholars Program, and graduate follow-up research. Next, implications of these findings for program development are discussed, indicating that: (1) the high proportion of students who failed to complete degree requirements prior to transfer might be addressed by making a more accurate determination of the number of students who actually intend to obtain an associate degree, developing more specific as well as generic transfer articulation agreements with colleges and universities, and strengthening the faculty advising system; (2) over the past 3 years, a majority of RCC students chose to remain in the Boston area to pursue their baccalaureate education, pointing to a need for further articulation with colleges in the immediate area; (3) faculty identification of potential transfer students appeared to be the most viable method of recruiting students for transfer workshops; and (4) the TOP programs have resulted in a 10% increase in RCC's transfer rate. (UCH)

alternative delivery methods, computer uses in education, outreach to business, telecommunications, small business development, international education, or other areas. Costs were measured in terms of unanticipated direct expenditures, innovation unrelated to the mission or functions of the college, neglect of core institutional functions, effects on institutional harmony, staff burnout, influence on institutional reputation, and effects on leadership. Based on study findings, a checklist (included in the document) of questions related to these costs was developed to guide community college leaders in a quick review of the potential consequences of proceeding with an innovation. (EJV)

ED 292 505

JC 880 139

Moody, George V.; And Others

Mississippi Community and Junior Colleges. Statistical Data, 1986-87.

Mississippi State Board for Community and Junior Colleges, Jackson.

PUB DATE- 87

NOTE- 76p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Ancillary School Services; Community Colleges; Degrees (Academic); *Educational Finance; *Enrollment; Expenditures; Income; *Institutional Characteristics; Operating Expenses; Salaries; *School Personnel; State Aid; State Surveys; *Student Characteristics; Student Costs; Two Year Colleges; *Two Year College Students

IDENTIFIERS- *Mississippi

Statistical data for Mississippi's 15 public community and junior college districts are presented in this document, providing information on enrollments, degrees and certificates awarded, revenues, expenditures, academic salary ranges, learning resources, transportation services, dormitory utilization, and auxiliary enterprises in 1986-87. Introductory remarks, a map of the districts, and the Board of Trustees' meeting schedule are followed by tables showing: (1) full-/part-time and evening enrollments by curriculum for 1977-78 to 1986-87, and by gender, class, and in-state/out-of-state residence for 1986-87; (2) full-/part-time/evening enrollment by curriculum for each campus and district, fall 1986; (3) enrollment data for adult basic education, vocational secondary, and "other" programs; (4) full- and part-time enrollments by county, state, or country of

Oletz, Wayne S.

Educational and Career Outcomes for Respondents to the 1986 Survey of Former Students. Institutional Research Report #38.

Philadelphia Community Coll., PA. Office of Institutional Research.

PUB DATE- Aug 87

NOTE- 25p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Graduates; College Role; *College Transfer Students; Community Colleges; Education Work Relationship; *Employment Patterns; Followup Studies; Graduate Surveys; Organizational Effectiveness; *Outcomes of Education; *Participant Satisfaction; Student Educational Objectives; Student Reaction; Two Year Colleges; Two Year College Students

In summer 1986, a study was conducted at the Community College of Philadelphia (CCP) to determine former CCP students' educational and career outcomes. Surveys were mailed to 1,000 graduates from the class of 1983, to 1,000 graduates from the class of 1985, and to 2,000 non-returning students. Study findings, based on responses from 100 1983 graduates, 183 1985 graduates, and 219 non-returning students, included the following: (1) 47% of the respondents had enrolled at CCP to develop job skills, 37% to earn transfer credit, 10% to improve job skills for their present job, and 6% for personal interest; (2) approximately 80% of the respondents were employed at least part-time; (3) of the employed respondents, 72% reported working in a job related to their CCP studies; (4) of those who enrolled to develop job skills, almost 79% found jobs related to their field of study; (5) 45% of all students continued their education after leaving CCP, with the 1983 graduates having the highest transfer rates; (6) there were no significant differences between graduates and non-graduates in terms of transfer grade point average, salary, or perception of the effectiveness of CCP; and (7) 92% of all respondents rated CCP as effective in helping them meet their educational or career goals. Responses from former students to open-ended questions are appended. (UOH)

Mitchell, Tom

Preparing the Unprepared: Revising LJC's Remedial Program.

Laredo Junior Coll., TX.

PUB DATE- 9 Oct 87

NOTE- 12p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Standards; Community Colleges; *Curriculum Development; High Risk Students; Program Development; *Remedial Instruction; Standardized Tests; Student Placement; Two Year Colleges; Writing Improvement; *Writing Instruction; Writing Skills

In recognition of the need to increase academic standards in its freshman composition course and expand its remedial English offerings, Laredo Junior College (LJC) in Texas developed a three-level remedial English program, with the lowest level focusing on sentence writing, the middle level on paragraph writing, and the upper level on essay writing. After mandatory placement, students should progress from one course to another based on standardized departmental exams and satisfactory performance on writing assignments. Once the curricular decisions had been made and placement criteria determined, several severe potential problems emerged: (1) the staff was worried that the prospect of taking as many as three remedial English courses before being allowed to take the college-level English course would be so demoralizing that prospective students would be driven away; (2) since many other disciplines also planned to impose entry-level writing requirements, there was great concern that enrollments would drop in the other disciplines for at least a year while students worked their way to the college level; and (3) there was concern that students attending college under full-time Pell Grants would be unable to schedule a full load of 12 hours given their scheduling limitations. Some of these problems were ameliorated by offering students the chance to take 6-hour courses made up of the first and second levels or second and third levels of the remedial program. Under the new standards, 77% of LJC's freshmen are required to take remedial English (30% at the lowest level, 30% at the middle level, and 40% at the upper level), and every discipline developed minimum reading requirements for courses. With these changes, LJC is now ready to face the anticipated impact of a state-mandated basic skills test for college freshmen. (UCM)

park-like settings; (2) evaluate site planning factors for child care centers in park settings; (3) suggest site planning guidelines; and (4) discuss the planning and land use implications of child care centers in existing buildings or modulars in park settings. Surveys were made of center operators, neighbors of centers, and parent transportation practices and attitudes. Traffic and parking patterns at centers, and physical characteristics of sites, were assessed. The suitability of various types of parks for child care facilities was evaluated. Eleven general classifications of Montgomery County parks were briefly described and evaluated for their general suitability for child care centers. Several site plan sketches are included and related materials, such as survey instruments and tables of data are appended. (RH)

ED 292 547

PS 017 217

Child Care Centers in Commercial Settings.
Child Care Management Resources.; Elicker (John B.) Architects.
Columbia, MD.; Giegerich & Associates, Inc., Rockville, MD.
SPONS. AGENCY- Maryland - National Capital Park and Planning
Commission, Silver Spring.
PUB DATE- May 87
NOTE- 139p.; For related documents, see PS 017 216-218.
AVAILABLE FROM- Maryland-National Capital Park and Planning
Commission, 8787 Georgia Avenue, Silver Spring, MD 20910 (\$5.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Reports - Research/Technical (143) Tests,
Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Business; Community Planning; *Community Resources;
Community Surveys; Community Zoning; Costs; *Criteria; *Day Care
Centers; Early Childhood Education; Facility Case Studies; Facility
Guidelines; *School Location; *Site Analysis; Standards
IDENTIFIERS- *Maryland (Montgomery County)
This study, which is part of a review of the child care elements of
local zoning ordinances conducted in 1986 for the Montgomery County
Board in Silver Spring, Maryland, addresses planning and site
planning issues that arise from the locating of child day care
facilities in commercial settings. Principal purposes of the study
were to: (1) analyze the cost of establishing child care facilities
in commercial areas; (2) evaluate site planning factors, including
traffic, parking, outdoor play areas, safety, security, and

AVAILABLE FROM- Children's Defense Fund, 122 C Street, N.W., 4th Floor, Washington, DC 20001 (Single copy is free. Send \$1.00 for postage.)

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Background; *Child Advocacy; *Children; *Family Life; *Political Issues; Social Action; *Social Influences; *Social Problems

This questionnaire-style pamphlet was designed for child advocates, community activists, professionals, public officials, policymakers, parents, citizens, members of the media, political leaders, and those seeking public office in 1988. The focus is primarily on issues affecting American children and families and on facts having implications for the well-being of all Americans. For each topic considered, a brief factual presentation is given, followed by a series of questions designed to elicit readers' responses/solutions to the problems raised. Content includes material on (1) child and maternal health; (2) child care; (3) hungry, abused, neglected, and special needs children; (4) housing supply and homelessness; (5) education and training; (6) higher education; (7) successful preventive investment programs for children; (8) children and families in poverty; (9) prevention of teenage pregnancy and provision of positive life options for youths; (10) young families; (11) black families and children; (12) the role of government; (13) vision, character, and leadership; (14) national priorities; (15) world priorities; (16) a basic "social literacy" test for every candidate for public office; (17) information about the Children's Defense Fund; (18) and a pledge of responsibility for children. Additional aims of the pamphlet are to: (1) promote a national consensus on the importance of preventive investment in children and youths and a commitment from every candidate running for any office in 1988 to ensure that the basic needs of every child are met; and (2) provoke thoughtful discussion among Americans about national direction and the kind of leaders needed as the 21st century approaches. (RH)

ED 292 561

PS 017 236

Maza, Penelope L.; Malm, Karin E.

CWLA Salary Study 1987 with Projections for 1988 and 1989.

Child Welfare League of America, Inc., Washington, DC.

REPORT NO.- ISBN-0-87868-289-9

Pre-School.

PUB DATE- 88

NOTE- 76p.; Master's Practicum, Nova University.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Guidelines; *Parent Participation; Preschool Education;

Private Schools; *Program Development; Standards; State Programs;

*Teacher Aides; *Volunteer Training

IDENTIFIERS- *New Jersey

To increase parent involvement and meet the need for adult help in classrooms, a preschool director implemented a practicum in a church-owned, nondenominational preschool serving 250 children from an upper-middle-class community in the Northeast. The intervention offered a wide range of parent involvement activities, including the formation of a Parent Association and the recruiting, orienting, training, and evaluating of parent classroom assistants. A four-session training program for classroom volunteers covered school policies and procedures, classroom procedures and management, child development and curriculum, positive reinforcement and behavior management, and work attitudes and confidentiality. This program was followed by hands-on training in the classroom. Practicum evaluation data indicated that the program was successful in increasing parent participation. Twenty-one appendices contain related materials. (RH)

ED 292 576

PS 017 259

Rosenzweig, Sue, Comp.; Mineiro, Barbara, Comp.

Families with Young Adolescents: A Resource List. (Revised Edition).

North Carolina Univ., Chapel Hill. Center for Early Adolescence.

PUB DATE- 87

NOTE- 60p.; Section 2 is printed on colored paper.

AVAILABLE FROM- Center for Early Adolescence, University of North Carolina at Chapel Hill, 223 Carr Mill Mall, Carrboro, NC 27510 (\$5.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Adolescents; Annotated Bibliographies; Black Family;

*Child Rearing; *Communication (Thought Transfer); Discipline;

*Family (Sociological Unit); *Individual Development; *Parent Child

Subjects were divided into high and low empathy groups based on their empathy raw score. Findings indicated that empathy was positively correlated with the number of reciprocal friends, friendliness, conventional morality expectancy, and expectation of loyalty and commitment. Highly empathic children had more reciprocal friendships and expected more conventional morality from their friends than did minimally empathic peers. Level of empathy could be predicted from the number of reciprocal friends and the conventional morality friendship expectancy subscore. No significant gender differences were found. Results suggest that highly empathic children may be better able to maintain close relationships than children low in empathy. Empathy was not related to teacher ratings of social competence. (RH)

ED 292 590

PS 017 282

Cain, Suzanne H.

The Relationship of Role-Taking, Temperament, and Parent Behaviors to Prosocial Behaviors in Children.

PUB DATE- May 87

NOTE- 119p.; Master's Thesis, Wake Forest University.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042)

DESCRIPTORS- *Child Rearing; Individual Characteristics; Intelligence Quotient; *Kindergarten Children; Mothers; Parents; *Personality; *Perspective Taking; Predictor Variables; Primary Education; *Prosocial Behavior; Standardized Tests

IDENTIFIERS- Dependency (Personality); *Sharing Behavior

A study was designed to identify and clarify relationships between naturally observed, task-measured, and elicited instances of kindergarten children's role-taking, prosocial behavior and sharing behavior. An additional goal of the study was to illuminate possible relationships between prosocial behavior and children's temperamental characteristics, parental personality characteristics, and parents' child rearing techniques. Subjects were 26 children of 5 and 6 years of age and their mothers. Subject variables were dispersed as they naturally occurred in the classroom group. Analyses of the data revealed support for hypotheses regarding relationships between prosocial behavior and temperament ratings and parent practices. The existence of a predictive relationship between temperament, parent practices, and prosocial behavior was partially supported. Not supported were the

Department of Agricultural Economics, North Dakota Agricultural
Experiment Station, North Dakota State University, Fargo, ND 58105.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Age Differences; Birth Rate; Census Figures; *Cubans;
Economic Factors; Educational Attainment; Employment Patterns;
Employment Statistics; Income; Labor Force; Marital Status;
*Mexican Americans; *Population Trends; Poverty; *Puerto Ricans;
Sex Differences; *Socioeconomic Status; *Spanish Americans;
Statistical Data; Unemployment

IDENTIFIERS- *North Dakota

Demographic and economic characteristics of Spanish Americans in North Dakota in 1980 are presented, using data from the Bureau of the Census. Statistics show 3,902 Spanish Americans were living in North Dakota (0.6% of the state's population): 59.4% were Mexican; 6.3% Puerto Rican, 1.5% Cuban, and 32.8% of other Spanish descent, with more males overall. Of the total Spanish American population, 50.7% were under 20 years of age, and 58.1% of these were under 10 years of age. The median age was 19.8 years, compared with 28.3 years statewide. About 24.1% of all Spanish American women and 37.2% of the men were single. Fertility levels for Spanish American women were higher than those for North Dakota women. In 1980, 28.3% of all Spanish Americans (over 25 years of age) had completed fewer than 9 years of formal education. Cubans had the highest labor force participation rate among Spanish Americans (94.9% of those 16 and over), while persons of other Spanish descent had the lowest. In North Dakota, 13.4% of all Spanish Americans in the civilian labor force were unemployed, more than twice the rate for state residents. Service occupations employed the most Spanish Americans. Median income was \$12,323--compared with \$18,023 statewide; 23.8% fell below the poverty level. (JMM)

ED 292 604

RC 016 562

Daul, Jennifer; And Others

Racial Minority Groups in North Dakota, 1970-1980: A Statistical
Portrait. North Dakota Census Data Center Report Series No. 6.
North Dakota State Univ., Fargo. Dept. of Agricultural Economics.
PUB DATE- Jul 86

NOTE- 19p.; For related document, see RC 016 560.

AVAILABLE FROM- Coordinator, North Dakota Census Data Center,
Department of Agricultural Economics, North Dakota Agricultural

they were very uncertain. Most subjects had some grasp of the concept that the mass and gravity of an object were related. A common interpretation was that, since the gravitational force acted from a point at the center of the planet, it was diminished at the surface as a planet became larger. The presence of the sun appeared to be a major factor in the judgments made by most students. The most salient relationship was between the sun and planets. The results indicated most had a reasonable concept of gravity. It was anticipated that the observed misconceptions could be corrected by an appropriately designed intervention. (Author/CW)

ED 292 617

SE 048 959

Iben, Miriam F.

School Mathematics Experiences: A Comparison of U.S. and Japanese Seventh and Eighth Grade Students.

PUB DATE- 19 Feb 88

NOTE- 17p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (New Orleans, LA, February 19, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Comparative Education; Educational Research; Elementary School Mathematics; Elementary Secondary Education; *Mathematics Achievement; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Mathematics Tests; *Secondary School Mathematics; *Spatial Ability; Visualization

IDENTIFIERS- *Japan; Mathematics Education Research

This investigation of U.S. and Japanese seventh and eighth grade student achievement in the development of space relations indicated that the Japanese seventh grade mean score was 35% greater than that of the U.S. seventh grade sample and the Japanese eighth grade mean score was 11% greater than that of the U.S. eighth grade sample. Four possible explanations are offered for the differences between the U.S. and Japanese mean space relations scores: (1) development of space relations is a part of the Japanese mathematics curriculum beginning in first grade and not a defined part of the U.S. curriculum; (2) Japanese students have many hands-on activities developing space relations and U.S. students' space relations experiences are principally computation; (3) the Japanese students have the equivalent of 2.4 U.S. school years, or

Conservation Foundation, Washington, D.C.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
REPORT NO.- ISBN-0-89164-098-3
PUB DATE- 87

NOTE- 614p.

AVAILABLE FROM- The Conservation Foundation, 1250 24th Street,
Washington, DC 20037 (\$19.95; 5-9 copies, 20% discount; 10-19
copies, 25% discount; 100 or more, 40% discount).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Reports - Research/Technical (143) Opinions/Personal

Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Conservation (Environment); Ecological Factors;
Economic Factors; *Environmental Education; *Futures (of Society);
*Global Approach; National Programs; *Natural Resources; Quality of
Life; Science and Society; *World Problems

This document provides a review of the United States' progress in
improving the condition of its environment and the management of
its natural resources, as well as a global perspective with regard
to this country's policies. The report is divided into two parts.
The first five chapters describe and analyze a wide range of
environmental conditions and trends. Chapter 1 deals with such
underlying trends as population, economic growth, public opinion,
and environmental expenditures. Chapter 2 covers trends in
conventional environmental pollutants in the air and water and on
the land. Chapter 3 assesses the situation with toxic substances
and hazardous and nuclear wastes. Chapter 4 summarizes what is
happening to the use and condition of the nation's land, water, and
energy resources. Chapter 5 discusses wildlife and such protected
lands and critical areas as parks, wilderness, and wetlands. The
second part of the report examines four environmental issues that
are not being fully addressed by existing environmental protection
and management programs. Chapter 6 assesses the problems facing the
nation's agricultural sector and the interactions between
agricultural production and environmental quality, both at home and
abroad. Chapter 7 provides a broad overview of waste production and
management in the United States. It suggests that there may be more
rational approaches to dealing with these problems than are
provided by existing programs. Chapter 8 evaluates the risks
associated with three types of air pollution not being dealt with
rigorously under current air pollution control laws: air toxics,
indoor air, and accidental releases. Chapter 9 assesses the
importance and implications of switching from past wildlife
policies aimed predominantly at protecting individual species to
expanded approaches addressing biological diversity. (TW)

ways of using the computer and other information technologies to teach science, mathematics, and computing more effectively. This report describes the ETC, presents its framework for research, and summarizes work on 11 research projects. These projects dealt with the following topics: (1) weight and density; (2) heat and temperature; (3) scientific theory and methods; (4) hypothesis testing in genetics; (5) geometry; (6) word problems; (7) fractions; (8) programming; (9) applications of computers; (10) videodisc technology; and (11) science teachers' networks. (TW)

ED 292 646

SE 048 996

Burstein, Leigh

Establishing the Content Validity of Tests Designed To Serve Multiple Purposes: Bridging Secondary-Postsecondary Mathematics.

PUB DATE- Feb 87

NOTE- 107p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Mathematics Achievement; Mathematics Education;

*Mathematics Tests; Secondary Education; *Secondary School Mathematics; *Test Construction; Test Items; *Test Reviews; Test Theory; *Test Validity

IDENTIFIERS- *Mathematics Education Research

This report presents an analysis of the content validity of a series of secondary school mathematics tests designed by university mathematicians in California to help improve the articulation between secondary and postsecondary mathematics instruction. The purpose in conducting this analysis was to improve understanding of what it means to validate a subject matter test that is designed to serve several purposes. The analysis itself serves as an early prototype in work on developing models for validating such tests. Thus, while the actual examination was specific to the tests under consideration, both the methods employed in the analysis and the issues raised in conducting them are intended to serve as guidance to other educational reform and improvement efforts that place heavy reliance on content assessments. Approximately one half of the report consists of 13 tables outlining analysis results, 6 pages of references, and 5 appendices composed of curriculum expectation statements in several publications and a content specification. (PK)

First Law of Motion. The dependent variables for investigating the effects on achievement were the overall score and the knowledge and critical thinking subscores on an investigator-made achievement test given at the conclusion of the unit of study. Significant differences favoring the 4MAT group were found for overall achievement and on critical thinking questions. No significant differences were found on knowledge-level questions. The dependent variables for investigating the instructional effect on attitudes were the ratings on unit-specific statements and statements about science in general. Significant differences favoring the 4MAT group were found when analyzing the unit-specific statements. Significant differences favoring the Restricted-Textbook group were found when analyzing the unit-specific statements and when analyzing the statements about science in general. Appendixes include lesson plans for both groups, the attitude inventory, and the achievement test and answer key. (TW)

ED 292 661

SE 049 015

Coons, David Michael

The Management of Chemical Waste in a University Setting.

PUB DATE- 87

NOTE- 153p.; Master's Thesis. The Ohio State University.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)

DESCRIPTORS- Appropriate Technology; *Cost Effectiveness; Cost Estimates; *Environmental Education; *Hazardous Materials; Higher Education; Input Output Analysis; Poisons; *Solid Wastes; *Systems Analysis; *Waste Disposal

This thesis describes a study of the management of chemical waste at the State University of New York at Binghamton. The study revealed that the majority of chemical waste at the university is in the form of hazardous waste. It was hypothesized that the volume, related costs, and potential long-term liability associated with the disposal of hazardous waste could be reduced by using segregation, bulking, and neutralization methods. A revised chemical waste management program was developed. One year after implementation the volume of hazardous waste was reduced by 67 percent. Over \$11,400 in related costs was saved. The potential long-term liability, on a per-drum basis, was reduced by nearly 93 percent. (Author/TW)

Children: Simultaneous Measurement by an Eye Camera System for Autistic Children (ECSA) and an Electro-Oculography (EOG). Tokyo Gakugei Univ. (Japan). Research Inst. for the Education of Exceptional Children.

PUB DATE- 87

NOTE- 9p.

LANGUAGE- Japanese

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Journal Articles (080) Reports - Research/Technical (143)

DESCRIPTORS- *Autism; Computer Assisted Testing; *Evaluation Methods;

*Eye Movements; Foreign Countries; Mental Retardation

IDENTIFIERS- Japan; *Saccadic Eye Movements

Smooth pursuit eye movements and saccadic eye movements in Japanese autistic, mentally retarded, and normal young children were simultaneously measured by an eye camera system (ECS) and an electro-oculography (EOG) system. The ECS was developed in the laboratory of the Research Institute for the Education of Exceptional Children at Tokyo Gakugei University and provides unobtrusive measurement with little set-up time. However, this method requires a large amount of time for data processing with relatively poor sensitivity. Advantages of the EOG method include high sensitivity and real time data. Both methods are appropriate for use with autistic children but selection should depend on the type of autistic child being measured. (Author/DB)

ED 292 270

EC 202 052

Iitaka, Kyoko; And Others

Language Intervention to a Retarded Child through Cognitive Training and Pretend Play.

Tokyo Gakugei Univ. (Japan). Research Inst. for the Education of Exceptional Children.

PUB DATE- 87

NOTE- 12p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Journal Articles (080) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Case Studies; *Cognitive Development; Foreign Countries

*Intervention; *Language Acquisition; Males; *Mental Retardation;

*Pretend Play; Young Children

IDENTIFIERS- Japan

The study evaluated a language intervention program with a mentally

ED 292 284

EC 202 067

Gorny, Bethanie

The Improvement of Special Education Services in an Early Childhood Program through a Prereferral Intervention System.

PUB DATE- 12 Jun 87

NOTE- 81p.; Ed.D. Practicum I Report, Nova University.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Consultation Programs; Counselor Teacher Cooperation; Diagnostic Teaching; *Disabilities; *Educational Diagnosis; *Handicap Identification; Individualized Education Programs; *Mainstreaming; Preschool Education; *Referral; Remedial Instruction; Special Education

IDENTIFIERS- Early Intervention; *Prereferral Intervention; Project Head Start

A prereferral intervention program was instituted: to ensure that children within a Head Start program who had special needs were identified and referred in a timely manner; to prevent the mistaken referral or labeling of children with mild delays who did not require intervention; and to increase the effectiveness of the existing referral system. Behavioral checklists were developed and provided to teachers to aid them in identifying children with special needs. Teachers could then request prereferral consultations during which a special education consultant conducted teacher consultations, screenings, child observations, and reviewed the child's records. If, based on her findings, prereferral intervention was indicated, the consultant devised an individualized educational plan for the teacher to use with the child in the regular classroom. Follow-up consultations by telephone and in-person were conducted with the teachers and education supervisors. Results indicate that prereferral intervention can benefit teachers by giving them the confidence and tools to handle children they may otherwise have perceived as too difficult to teach. Many of the children, including some considered severely impaired, showed growth in academic and social areas when on prereferral intervention plans which is consistent with the movement to mainstream whenever possible. (Author/VW)

*Semantics; Sociolinguistics; Uncommonly Taught Languages; *Verbs
IDENTIFIERS- *Markedness

The Japanese sentence-final particle "no" is analyzed as a marker of evidentiality, signaling that the speaker shares a commitment to the knowledge in question with a group of which he is part. In contrast, bare verb forms (BVs) (i.e., the absence of "no") indicate that the speaker, as an individual, is committed to the knowledge in question. These two forms are contrasted with other evidential markers such as those of reported speech and "territory of information" that concern whether the evidence lies with the speaker or with another. The data used in the study are drawn from 14 hours of audiotaped family conversation. The data reveal that while BVs frequently encode knowledge the Japanese consider inaccessible, such as psychological states, "no" frequently encodes knowledge it considers accessible. The proposed analysis accounts for data used to support previous analyses of "no," and also accounts for why "no" is used in particular conversational contexts. It concludes with a discussion of this analysis of "no" within a theory of social meaning. (MSE)

ED 292 300

FL 017 215

Chun, Dorothy M.

Intonation and Turn-Taking in German: Women vs. Men.

PUB DATE- Dec 87

NOTE- 23p.; Paper presented at the Annual Meeting of the Linguistic Society of America (62nd, San Francisco, CA, December 27-30, 1987)

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Acoustics; Cues; *Cultural Context; Discourse Analysis
*German; *Intonation; Language Patterns; Language Research; *Sex Differences; *Social Behavior; Suprasegmentals

IDENTIFIERS- *Turn Taking

An acoustic study of German focused on voice frequency at sentence-, turn-, and discourse-end in conversations. The data were drawn from short dialogues in which the same word occurs at the ends of utterances, in the middle of a turn, at the end of a turn, and at the end of a discourse. The dialogues were read 10 times by a male and a female native speaker of German. Peak frequency, endpoint frequency, and the degree of the fall in frequency were computed. Results indicate that peak frequencies tend to vary

clinical field. It suggests general linguistics curriculum components for clinical undergraduates (including general and descriptive linguistics, phonetics, field methods and problem-solving, and current theories of syntax and phonology) and the clinical linguistics appropriate for the linguistics undergraduate. Comments on the relationship of linguistics to American Sign Language are also presented. (MSE)

ED 292 317

FL 017 234

Cairns, Charles E.

Community Outreach. Linguistics in the Undergraduate Curriculum, Appendix 4-C.

Linguistic Society of America, Washington, D.C.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE- Dec 87

NOTE- 9p.; In: Langendoen, D. Terence, Ed., Linguistics in the Undergraduate Curriculum: Final Report; see FL 017 227.

GRANT- EH-20558-85

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Case Studies; College Curriculum; Community Programs; English (Second Language); Haitian Creole; *Haitians; Higher Education; *Hispanic Americans; Language Teachers; *Linguistics; *Literacy Education; Organizational Climate; *Outreach Programs; *School Community Relationship; Spanish; Teacher Education; Uncommonly Taught Languages; Undergraduate Study

IDENTIFIERS- *City University of New York Queens College

A community outreach program of the Queens College (New York) Linguistics Department is described as an example of the potential for institutional involvement with the community through linguistics. The report outlines the program's origins and early activities, and then describes a period of active program development, from 1983-1986, resulting from a number of grants. The program had three target populations, Spanish-illiterate Hispanics, nonliterate English-speaking adults, and nonliterate speakers of Haitian Creole; its components include: (1) training for literacy teachers and teachers of English as a second language (ESL), and (2) community literacy/ESL classes. It is noted that a key factor in the program's success has been the active interest of the college administration. Five conclusions about program

materials are listed under 10 headings corresponding to the best-represented subareas in the collection: linguistics, semantics, grammar (comparative and general), sociolinguistics, psycholinguistics, language acquisition, bilingualism, animal communication, phonetics, and mathematical linguistics. Most were published after 1970. In addition, a list of linguistics-related journals held in most or all institutions in the University of California system and several other California institutions is provided. Additional useful bibliographies are suggested as well. (MSE)

ED 292 332

FL 017 249

Lalande, John F. II, Ed.

Shaping the Future of Foreign Language Education: FLES, Articulation, and Proficiency. Report of Central States Conference on the Teaching of Foreign Languages.

Central States Conference on the Teaching of Foreign Languages.

PUB DATE- 88

NOTE- 156p.; Central States Conference on the Teaching of Foreign Languages (Denver, CO, April 13-16, 1988). For individual papers, see FL 017 250-260.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021) Books (010)

DESCRIPTORS- *Articulation (Education); Classroom Techniques; *Educational Trends; Elementary Education; *FLES; Futures (of Society); German; Higher Education; Hispanic American Culture; *Language Proficiency; Language Teachers; Learning Disabilities; Rural Schools; Science Activities; Second Language Instruction; *Second Language Programs; Spanish; Teacher Education; Teacher Recruitment; Textbooks; Trend Analysis; Urban Schools; Vocabulary Development

Selected papers from the 1988 conference on foreign language issues for the future include: "Articulation for Elementary School Foreign Language Programs: Challenges and Opportunities" (Carol Ann Pesola); "Articulation: A Resolvable Problem?" (Dale L. Lange); "Profiles of Frustration: Second Language Learners with Specific Learning Disabilities" (Bettye J. Myer, Leonore Ganschow); "Improving Foreign Language Teaching through Innovative Recruiting and Training" (Mary E. Apodaca, Kathleen Y. Ensz, Jan C. Herrera, Lynn A. Sandstedt); "Urban FLES Models: Progress and Promise" (Carolyn Andrade, Diane Ging); "Rural FLES Models: Teachers and

ED 292 347

FL 017 264

French: Communication and Culture. Culturally Oriented Thematic Units in the Secondary Schools.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- ISBN-88315-846-9

PUB DATE- 86

NOTE- 106p.

AVAILABLE FROM- New York City Board of Education, Curriculum Editorial and Production Unit, Office of Curriculum Development and Support, Room 613, 131 Livingston Street, Brooklyn, NY 11201.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Classroom Techniques;

*Communicative Competence (Languages); Course Content; *Cultural Education; Daily Living Skills; *French; Grammar; *Intercultural Communication; Secondary Education; Second Language Instruction; Student Evaluation; Teaching Guides; Thematic Approach; Units of Study; Vocabulary Development

A guide for curriculum development in New York City's French second language programs to be piloted in junior and senior high schools contains six cultural theme units for level 1 and the grammatical structures in French for levels 1-3. The cultural theme units are designed to be used as a core for the acquisition of language patterns, vocabulary, usage, and structures. The theme unit approach is based on the premise that real situations are a strong stimulus for learning to communicate in a foreign language. The situations are of the type encountered while traveling or living in a foreign country. Within each unit is cultural content characteristic of the situation. The units are designed to be developed through a variety of activities with supportive materials taken from textbooks or created by the teacher, allowing adaptation to special needs, enrichment, and use of student creativity. Each unit contains information on its rationale, basic objectives, suggested methods and materials, time sequence, relevant cultural information, vocabulary and useful expressions, developmental questions, grammatical structures, suggested classroom procedures, enrichment activities, readings, and testing ideas. Unit topics include getting acquainted, eating, getting to know the geographic area, shopping, recreation, and earning a living. Lists of grammatical structures are appended. (ASE)

The Meaning of General Education: The Emergence of a Curriculum Paradigm.

REPORT NO.- ISBN-0-8077-2894-2

PUB DATE- 88

NOTE- 212p.

AVAILABLE FROM- Teachers College Press, Columbia University, 1234 Amsterdam Avenue, New York, NY 10027 (\$23.95).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Books (010) Historical Materials (060) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Academic Education; *College Curriculum; Curriculum Development; Educational History; *Educational Philosophy; *Educational Theories; *General Education; Higher Education; Humanistic Education; *Liberal Arts; Postsecondary Education; Progressive Education

IDENTIFIERS- Instrumentalism; Pragmatism

An historical and conceptual analysis of general education in the United States is presented, comprising the following chapters: (1) transformation and the search for meaning (including a discussion of the concept of general education); (2) the classical curriculum confronts democracy (democratic pressures on the classical curriculum; the Yale report; the utilitarian curriculum; research, culture, and the emerging curricular crisis; the culture movement; other early attempts at reform; the social context); (3) the humanist approach to general education (the philosophy of humanism; the contemporary civilization program at Columbia; Alexander Meiklejohn and the experimental college; "general" versus "liberal" education; Robert Maynard Hutchins; the parting of the ways); (4) pragmatism, instrumentalism, and progressive education (the philosophy of pragmatism; Charles Sanders Peirce and the pragmatic maxim; William James and instrumental truth; John Dewey and the transformation of experience; John Dewey and the instrumentalist philosophy of education; progressive education); (5) instrumentalist approaches to general education: three case histories (Bennington College; Sarah Lawrence College; the General College, University of Minnesota); (6) the general education paradigm on the eve of World War II; (7) general education for democracy (a mobilized society; impact on higher education; the general education movement in postwar society; the President's Commission on Higher Education; general education and the community college; general education at Harvard; summary and conclusions); (8) general education for diversity (postindustrial higher education; social factors; students and general education; a resurgence of pragmatism; new approaches at Columbia; other innovations; new instrumentalist experiments; thematic and interdisciplinary programs; current concerns; trends and opportunities in general education); and (9) conclusions: the meaning of general education. A biographical note about the author

New Jersey State Dept. of Higher Education, Trenton. New Jersey Basic Skills Council.

PUB DATE- 88

NOTE- 92p.

AVAILABLE FROM- Basic Skills Assessment Program, New Jersey Department of Higher Education, 225 West State Street, CN 542, Trenton, NJ 08625.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Achievement; Academic Standards; *Basic Skills; *College Freshmen; Communication Skills; Competence; Competency Based Education; Data Collection; Educational Diagnosis; Higher Education; High School Graduates; Mathematics Skills; Minimum Competency Testing; Skill Analysis; State Surveys; *Student Evaluation; *Student Placement; Testing

IDENTIFIERS- *Basic Skills Assessment Tests; *New Jersey

The New Jersey Basic Skills Assessment Program was created to determine the status of basic skills preparedness of freshmen entering public colleges and universities and to offer data to help colleges place freshman students in appropriate courses. The New Jersey College Basic Skills Placement Test (NJCBSPT) is a 3-hour-and-20-minute examination with questions on Reading Comprehension, Sentence Sense, Computation, and Elementary Algebra. It is mandatory for all full- and part-time freshmen upon entering New Jersey public colleges and is voluntarily administered in 11 independent colleges. The 1987 report is based on the scores of 42,603 students tested between March and October of 1987. Results are reported for four sectors of public colleges (county, state, Rutgers University, and New Jersey Institute of Technology). Information on statewide findings, recent high school graduates, non-recent high school graduates, and demography is provided, and college basic skills remediation in other states is reported. The outcomes of skill deficient students in New Jersey's colleges are noted. Appendices include a description of the NJCBSPT; NJCBSPT mean scaled scores (1983-1987); a description of the proficiency levels established by the Basic Skills Council; items representative of those included on the NJCBSPT (mathematics); comparison of statewide self-reported student backgrounds (1983-1987); participating independent colleges/universities, and NJCBSPT year-to-year score equating. Numerous charts, graphs, and tables are included. (SM)

five types (research, doctoral, comprehensive, baccalaureate, and two-year). Donor types were alumni gifts, non-alumni gifts, corporate gifts, and foundation gifts. Data were collected on total voluntary support for each type of institution. Results indicate that relationships among outcomes, institutional characteristics, and fund raising expenditures vary by donor group and type of institution. Each type of private institution, overall, reached higher levels of total gifts than the corresponding public type. Private baccalaureate colleges reached higher levels for total gifts than public comprehensive colleges, while private two-year colleges reached higher levels for total gifts than public baccalaureate colleges. The findings suggest that fund raising effectiveness is not the same phenomenon for all types of institutions and that aggregation of all outcomes as total voluntary support masks important differences. (Author/SW)

ED 292 390

HE 021 254

Larson, Jon

Senior Administrator Attitudes about Planning. ASHE Annual Meeting Paper.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Nov 87

NOTE- 86p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987). Best copy available.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Administrator Attitudes; *College Planning; Community Colleges; Decision Making; Higher Education; Institutional Mission; *Long Range Planning; Private Colleges; Questionnaires; Research Universities; School Surveys; State Colleges

IDENTIFIERS- *ASHE Annual Meeting

Initial results of the survey research phase of a 3-year study of institutional planning in higher education are presented. The Institutional Planning Project was undertaken by the National Center for Postsecondary Governance and Finance. The national survey examined administrators' attitudes on planning and their perceptions of the planning approaches employed at their campus. A

1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Persistence; *College Students; *Dropout Research; Ethnic Groups; Females; Higher Education; Males; Minority Groups; Models; Student Adjustment; Student Attitudes; *Student Attrition; *Student College Relationship

IDENTIFIERS- *ASHE Annual Meeting; *Tinto Model

Relationships between constructs in the Tinto model of college student withdrawal were explored. Within the Tinto model, LISREL was used to examine: (1) the influence of academic integration on social integration and vice versa; and (2) the effect of goal commitment on institutional commitment and vice versa. Survey data were collected at a major public university at the beginning of and 10 weeks into the fall 1984 semester and at the beginning of the 1985 spring semester. A total of 323 students were administered the Motivational Orientation Scale and the Institutional Integration Scales and data were collected on student grade point average, hours earned, and registration status the following semester. Consideration was given to five key constructs of Tinto's model that are linked causally to persistence: background characteristics, initial commitments, academic integration, social integration, and later commitments. It was found that the more academically integrated a student, the more likely he/she was to be socially well integrated. Majority students were more likely to have higher academic integration scores. Patterns for males and females were also assessed. Eighteen references are included. (SW)

ED 292 404

HE 021 268

Whitaker, David G.

Persistence and the Two-Year College Student. ASHE Annual Meeting Paper.

PUB DATE- Nov 87

NOTE- 25p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

Freshmen; Comparative Analysis; *Critical Thinking; Decision Making; Higher Education; Logical Thinking; *Noncollege Bound Students; *Outcomes of Education; Problem Solving

IDENTIFIERS- *ASHE Annual Meeting

The influence of the first year of college on the development of critical thinking was assessed. Matched groups of students who attended and who did not attend college were compared on the Watson-Glaser Critical Thinking Appraisal over a 1 year period. Secondary school level of thinking and other covariates (e.g., aptitude, socioeconomic status, educational aspirations) were assessed. Students with 1 year of college had significantly higher total critical thinking scores and significantly higher scores on the interpretation and evaluation of arguments subscales. The advantages accruing to college attendance were modest. These effects appeared to be the same for all students, irrespective of individual differences in gender, race, and secondary school levels of critical thinking, aptitude, grades, socioeconomic status, and educational aspirations. Additional analyses suggests that net of the study covariates college selectivity, curricular emphasis, and individual measures of intellectual and social involvement during college had no significant associations with critical thinking. A composite measure of intellectual and social involvement during the freshman year did have positive partial correlations with critical thinking. Included are 34 references. (Author/SW)

ED 292 418

HE 021 285

Stokely, Laurie

Turning Specialists into Professors: The Preparation of Graduate Students for College Teaching. ASHE 1987 Annual Meeting Paper.

PUB DATE- Nov 87

NOTE- 27p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Chemistry; College Faculty; *College Instruction; Departments; *Graduate Students; Higher Education; *Psychology; Questionnaires; *Schools of Education; School Surveys; *Teacher Education; Teacher Responsibility; Teacher Supervision; Teaching

Education; Fraternities; Health Education; Higher Education; Legal Responsibility; Models; *School Security; Sororities
IDENTIFIERS- *Hazing

Following the alcohol-related death of a student at Western Washington University in 1984, the National Association of Student Personnel Administrators (NASPA), initiated a study of guidelines for dealing with alcohol on college and university campuses nationwide. Suggestions are made for establishing effective policies and opening lines of communication. After an introduction by Tom Goodale, six chapters written by various members of the higher education community are presented. Chapters are listed as: "A Historical Perspective: Alcohol Abuse and Alcoholism in America and on Our Campuses" (Joseph M. Fischer); "Learning, Libation, Liability" (Mary Lou Fenili); "Campus Responses to Changes in the Drinking Age" (Caryl K. Smith); "College Students' Drinking Patterns and Problems" (Ruth C. Engs and David J. Hanson); "Current Issues in Effective Alcohol Education Programming" (Alan D. Berkowitz and H. Wesley Perkins); and "Alcohol Policy Development: A Necessary Component for a Comprehensive Alcohol Education Program on Campus" (Gerardo M. Gonzalez). Inter-Association Task Force Model Campus Alcohol Policy Guidelines are appended. Tables include data on: server liability; liability based on identity of person served; hazing definitions, liability, and penalties; review of the legal drinking age in the 50 states; problems due to drinking among those who drink once a year or more; alcohol education program interventions; and use of alcohol surveys in alcohol education programs. References follow each chapter. (SM)

ED 292 432

HE 021 317

Appleton, James; And Others

Pieces of Eight: The Rites, Roles, and Styles of the Dean, by Eight Who Have Been There.

National Association of Student Personnel Administrators, Inc.

REPORT NO. - ISBN-0-931654-00-9

PUB DATE- 78

NOTE- 195p.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Books (010) Collected Works - General (020)

DESCRIPTORS- *Administrator Attitudes; *College Administration;

*Deans of Students; Higher Education; *Leadership Styles; Personal Narratives; Role Models; Student Personnel Workers

Methods Research; *Organizational Development; *Readiness

This chapter addresses the relationship between three different approaches to educational improvement--instructional development (ID), organizational development (OD), and faculty development (FD). These three approaches are related to each other using the concept of readiness for innovation, and a spiral relationship is postulated: an individual, or an organization, will adopt an innovation only if the variable, readiness, is at a high enough value. If not, then the level must be raised through a sequence which alternates among the three factors, FD, then OD, then ID again, and so on. The text is supplemented with three figures, and a 24-item bibliography is provided. (Author/EW)

ED 292 446

IR 013 198

Duncan, Marvin E.

The Intricacies of Instructional Development. Chapter 2.

PUB DATE- 78

NOTE- 19p.; In: Instructional Development: The State of the Art.

Volume I, 1978; See IR 013 196. For chapter 5, see ED 144 587.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Information Analysis/State-of-the-Art

Materials (070) Reports - Research/Technical (143)

DESCRIPTORS- *Change Agents; *Educational Change; *Educational

Technology; *Instructional Development; Models; Multimedia

Instruction; *Systems Approach; Teacher Improvement

Designed to serve as an introduction to instructional development for the teacher or graduate student who has not read extensively in the field, this chapter presents an operational definition of the instructional development process; explores the human dimensions of the process; provides graphic models of instructional development; and makes practical suggestions for implementing and diffusing instructional development. Three models of instructional development--two by Hamreus and one by Glaser--are used to illustrate: (1) the nature of instructional development; (2) the steps in the instructional development process; (3) the human aspects of instructional development; (4) the diffusion of instructional development; and (5) where instructional development fits into educational technology and the public view of education. The text is supplemented with three figures, and a 24-item bibliography is provided. (Author/EW)

produce effective student achievement when utilized in Venezuelan distance education. Three versions of the same instructional content were employed, and 42 volunteer college students were randomly assigned to three experimental groups. Group 1 received a text in which such instructional aids as objectives, advance organizers, and exercises were interspersed with the reading material; Group 2 received the same content, but the text and aids were separated; and Group 3 received only the text materials. A posttest-only design was employed. It was found that Group 1 performed at a significantly higher level in the posttest than Group 3. Organization, condensation, and content that meets the needs of an adult learner were found to be the factors in the study materials that were most effective for these students. There was also evidence that different versions stimulated different learning activities and that higher achievement was obtained when the instructional aids were taken into account. Although all students obtained the lowest scores on items requiring deep processing, Groups 1 and 2 obtained higher mean scores than Group 3; the deepest levels were attained by subjects who reported that they had applied the study techniques recommended in the instructional material. The text is supplemented by 14 tables, 1 figure, and 80 references. Three appendices provide copies of materials used in the study, and a fourth presents a commentary on the study's methodology by R. Schuemer together with a reply by the author. (Author/EW)

ED 292 463

IR 013 216

Frost, William J.; And Others

Interactive Video Disc Orientation Documentation.

Bloomsburg Univ., PA. Harvey A. Andruss Library.

PUB DATE- 87

NOTE- 58p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College Libraries; Computer Software; Flow Charts; Higher Education; *Interactive Video; *Library Instruction; Library Services; *Material Development; *Orientation Materials; Scripts; *Videodisks

This report provides the documentation for a proposed interactive videodisk to be produced for use in orienting freshman students to

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- College Libraries; Depository Libraries; *Government Publications; Information Seeking; *Information Sources; *Reference Materials; *Scientific and Technical Information

This document is the fourth of four in a series of guides to the government documents collection in the academic library at St. Mary's University (San Antonio, Texas); the library has been a selective depository for U.S. Government publications since 1964. Focusing on the scientific and technical documents that are available in the library's documents collection, this guide is divided into seven broad subject areas: (1) General and Interdisciplinary Sources; (2) History of Science and Technology; (3) Life Sciences; (4) Health Sciences; (5) Earth Sciences; (6) Astronomy; and (7) Engineering. Within each subject area, arrangement of documents is by type of publication, such as bibliographies, statistics, and indexes. It is noted that, in collecting these documents, the library focuses on subject areas and levels of treatment that support university curricula, and that special attention is paid to major series collected by the library in each subject area. (CGD)

ED 292 478

IR 052 326

Library Programs. LSCA Programs: An Action Report.

Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Jan 88

NOTE- 183p.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Collected Works - General (020) Information

Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Programs; Computer Assisted Instruction;

*Disabilities; English (Second Language); Federal Aid; *Institutionalized Persons; Interlibrary Loans; *Library Services; *Literacy Education; Microcomputers; *Public Libraries; *Resource Centers; Shared Library Resources; State Programs; Teaching Methods; User Needs (Information)

IDENTIFIERS- *Library Services and Construction Act

ED 292 491

JC 880 119

1987 State Data for Oregon Community Colleges.

Oregon State Dept. of Education, Salem.

PUB DATE- 88

NOTE- 19p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- College Programs; *Community Colleges; *Educational Finance; *Enrollment; *Enrollment Trends; *Full Time Equivalency; Institutional Characteristics; Operating Expenses; Property Taxes; State Surveys; Statistical Surveys; Two Year Colleges

IDENTIFIERS- *Oregon

This series of 10 tables offers 1986-87 data on the 15 community colleges in Oregon. The data cover: (1) percentage distribution of enrollment by major instructional program, reflecting enrollment in reimbursable programs; (2) student full-time equivalent (FTE) enrollment in lower division collegiate, vocational preparatory, vocational supplementary, developmental education, self-improvement, non-reimbursable programs, and separate contracts; (3) estimated student headcount by college by gender; (4) percentage of total state enrollment represented by each college; (5) FTE increase by institution between 1985-86 and 1986-87; (6) FTE increase by instructional program between 1985-86 and 1986-87; (7) approved operating costs for reimbursable programs; (8) revenue sources; (9) total operating costs including reimbursable, non-reimbursable, and separate contract programs; and (10) 1986-87 property taxes by county. (EJV)

ED 292 492

JC 880 120

Faculty Collective Bargaining in Community Colleges.

City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.

PUB DATE- 87

residence; (5) degrees awarded by gender; (6) amount of educational and general revenue by source for fiscal year 1987; (7) percentage of educational and general revenue by source; (8) revenues from student fees and other charges; (9) county tax support; (10) expenditures for salaries, benefits, travel, contractual, commodities, capital outlay, and student aid; (11) expenditures by function expressed as percentage of object; (12) expenditures by function expressed as percentage of total expenditures; (13) faculty salary schedules; (14) use of transportation services by students; (15) dormitory utilization; and (16) revenue and expenditure data for food services, housing, campus stores, and other auxiliary enterprises. (EJV)

ED 292 506

JC 880 140

California Articulation Number System. Plan, Prepare, Transfer.
California Articulation Number System Project Office, Sacramento.
SPONS. AGENCY- California Community Colleges, Sacramento.; California State Postsecondary Education Commission, Sacramento.; California State Univ., Sacramento.; California Univ., Berkeley.

PUB DATE- 88

NOTE- 99p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Articulation (Education); College Credits; College Transfer Students; Community Colleges; *Credit Courses; Curriculum Development; Educational Mobility; Higher Education; *Information Networks; *Intercollegiate Cooperation; *State Colleges; State Universities; *Transfer Policy; Two Year Colleges

IDENTIFIERS- *California Articulation Number System

The California Articulation Number (CAN) Project was initiated in 1985 by the three public segments of higher education in California: the University of California (UC), the California State Universities (CSU), and the California Community Colleges (CCC). The CAN System provides a cross reference number for lower-division, transferable, introductory courses which have been determined by faculty to be acceptably exchanged, one for the other. Colleges qualify to use a CAN if they have written, faculty-approved articulation agreements on the course with a minimum of UC or CSU campuses. This compilation comprises eight documents about the CAN System, designed for different audiences and for different purposes, including: (1) a brochure for students

A Statistical Snapshot of the Division of Community Services.
Institutional Research Report #39.
Philadelphia Community Coll., PA. Office of Institutional Research.
PUB DATE- Nov 87

NOTE- 27p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports -
Research/Technical (143)

DESCRIPTORS- Academic Achievement; College Faculty; Community Colleges; *Community Services; Comparative Analysis; *Credit Courses; *Enrollment Trends; *Noncredit Courses; *Off Campus Facilities; Program Descriptions; Statistical Data; *Student Characteristics; Two Year Colleges

The Division of Community Services (CS) is providing educational services to a growing percentage of the total student headcount enrolled at the Community College of Philadelphia (CCP). Data from fall 1986 indicated that: (1) 51.1% of the students enrolled at CCP took their courses through the CS Division; (2) while credit-free enrollments grew, credit enrollments remained fairly constant; (3) in comparison to on-campus students, the CS students tended to be older, were more likely to be white, were less likely to indicate that they planned to earn a degree, and were more likely to be planning to enroll at CCP for only one semester; (4) 48% of the students enrolled in CS credit courses in fall 1986 indicated that that would be the only semester they would attend the college; (5) there was no significant movement of students from off-campus locations to the main campus, nor from the main campus to off-campus locations; (6) most classes in the CS Division were taught by part-time faculty members; (7) English and Business Division courses accounted for a large percentage of the courses offered in the division; and (8) grade distributions indicated that students in the CS Division received higher grades and were less likely to withdraw than their counterparts on campus. The bulk of the report consists of tables comparing CS and on-campus data. (UCH)

ED 292 520

JC 880 158

Oetz, Wayne S.

Educational and Career Outcomes for Subpopulations of Respondents to the 1986 Survey of Former Students. Institutional Research In-Brief #41, and Institutional Performance Indicators: A Snapshot of Former Student Employment and Transfer Activities. Institutional Research

Wattenbarger, James L.; Mercer, Sherry L.
Financing Community Colleges, 1988.
American Association of Community and Junior Colleges, Washington,
D.C.; Florida Univ., Gainesville. Inst. of Higher Education.

REPORT NO.- ISBN-0-87117-181-3

PUB DATE- 88

NOTE- 79p.

AVAILABLE FROM- American Association of Community and Junior
Colleges, One Dupont Circle, NW, Suite 410, Washington, DC 20036
(\$15.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative
Data (110)

DESCRIPTORS- Administrative Problems; *Budgeting; Budgets; *Community
Colleges; Costs; *Educational Finance; *Educational Trends; Federal
Aid; Fees; Financial Policy; *Financial Support; Full State
Funding; National Surveys; *State Aid; Tuition; Two Year Colleges

This review of state approaches to community college financing
includes information from 42 states, representing 97% of the total
community college enrollments in the country. Section I offers a
brief analysis of the status of community college financing in
1988, highlighting several changes in resource allocation methods.
The report notes that funds are directed to institutions on the
basis of individual and/or system negotiation instead of by
full-time student equivalent (FTE); that the political influence of
the system/institution has increasingly become a major factor in
determining allocations; and that states are increasingly computing
allocations based on a "cost to continue" with an increased number
of instances of funding for defined categorical aid. Section II
presents tables showing, for each state: (1) operating funds by
source; (2) sources of state appropriations by percent for general
operating and unrestricted funds; (3) mean expenditures of
operating costs for credit programs; (4) rank order of states by
reported expenditure per FTE student; (5) states reporting or
anticipating changes in methods of financial support; (6) state
funds which are categorical or for limited use; (7) sources of
funds for capital outlay; (8) sources of funding for noncredit
courses; (9) tuition/fee changes; (10) financial aid changes; (11)
state provisions for colleges experiencing enrollment declines; and
(12) state financial problems. Section III offers brief case
studies of the financial situation in each state, grouped by type
of funding method. Finally, section IV suggests revised criteria
for financing community colleges. A 23-item bibliography is
included. (UCM)

landscaping; (3) recommend specific site planning criteria to be used for the review of proposed child care facilities in commercial settings in Montgomery County; and (4) develop parameters for encouraging or assuring the provision of child care facilities in commercial areas. Findings of detailed surveys of operators, developers, and owners, as well as visual analyses, indicated differences based on location and principal uses of the buildings in which centers were located. Proposed minimum standards concerned parking requirements for freestanding facilities and the provision of designated child pickup and delivery zones. Site planning guidelines provide criteria for several facility design concerns. Factors influencing costs are identified and means of encouraging or assuring provision of care in commercial areas are discussed. Several site plan sketches are included and survey instruments are appended. (RH)

ED 292 548

PS 017 218

Small Child Care Facilities in Residential Areas.
Child Care Management Resources.; Elicker (John B.) Architects.
Columbia, MD.; Giegerich & Associates, Inc., Rockville, MD.
SPONS. AGENCY- Maryland - National Capital Park and Planning
Commission, Silver Spring.
PUB DATE- Mar 87
NOTE- 156p.; For related documents, see PS 017 216-217.
AVAILABLE FROM- Maryland-National Capital Park and Planning
Commission, 8787 Georgia Avenue, Silver Spring, MD 20910 (\$5.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Reports - Research/Technical (143) Tests,
Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Certification; Community Attitudes; *Community
Resources; Community Surveys; Community Zoning; *Criteria; *Day
Care Centers; Early Childhood Education; Facility Case Studies;
Facility Guidelines; *Neighborhoods; *School Location; *Site
Development; Transportation
IDENTIFIERS- *Maryland (Montgomery County)
One part of a three-part investigation prepared for the Montgomery
County Planning Board in Silver Spring, Maryland, this study
addresses planning and site planning issues arising from the
location of child care facilities in residential settings. The
study, which emphasizes homes and centers which care for 7 to 20

PUB DATE- 87

NOTE- 51p.

AVAILABLE FROM- Child Welfare League of America, Inc., 440 First Street, N.W., Suite 310, Washington, DC 20001-2085 (Stock No. 2899, \$24.95).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Child Welfare; Comparative Analysis; *Salaries; *Social Workers; Tables (Data); *Voluntary Agencies; *Welfare Agencies

In 1987 the Child Welfare League of America obtained from member agencies which provided direct service to children and their families information about salaries paid to professional child welfare employees. The information collected is presented in this report in three sections. The first section contains tables pertaining to overall trends and comparisons. Detailed analyses for each salaried position included in the study are provided in the second section. The final section includes descriptions of the participating agencies and of each position. (PCB)

ED 292 562

PS 017 237

Thomas, Jeanne L.; And Others

Gender and Perceptions of Grandparenthood.

PUB DATE- Mar 88

NOTE- 24p.; Poster session presented at the Annual Meeting of the Southwestern Society for Research in Human Development (New Orleans, LA, March 17-19, 1988).

GRANT- DHHS-NIH-AG06532

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Grandchildren; *Grandparents; Interviews; *Parent Responsibility; *Sex Differences; Whites

IDENTIFIERS- *Meaningfulness; *Satisfaction

Gender effects upon perceptions of grandparenting experience were examined in a study involving 115 grandfathers and 186 grandmothers who represented a wide range of incomes and educational and occupational backgrounds. Particularly studied were differences in Caucasian grandparents' enjoyment of relationships with grandchildren, beliefs about appropriate levels of involvement in grandchildren's care and discipline, obligations to help

Relationship; Peer Influence; Resource Materials; Self Concept, Self Esteem; Sex Education; Sex Role; Sexuality; Social Development; Stress Variables

This multidisciplinary list, which is designed for professionals working with families of young adolescents, and for parents of 10- to 15-year-olds, consists of two annotated bibliographies citing articles on a range of topics. Section 1 contains 97 entries, including resources likely to be of particular interest to parent educators, guidance counselors, youth workers, teachers, researchers, and other professionals. Section 2, which contains 80 entries, offers resources for parents. Entries are listed alphabetically, annotated, and indexed. Index terms range from adolescent development to youth attitudes, with 83 index terms assigned to articles in Section 1, and 51 to articles in Section 2. The following index terms were assigned four or more times: (1) adolescent development; (2) black family; (3) communication; (4) discipline; (5) parent-adolescent relationship; (6) parenting; (7) peer influence; (8) puberty; (9) self-concept; (10) self-esteem; (11) sex education; (12) sex role; (13) sexuality; (14) social development; and (15) stress. (RH)

ED 292 577

PS 017 260

Beard, Brenda; And Others

The TEA-AEL Parent Education Notebook.

Appalachia Educational Lab., Charleston, W. Va.; Tennessee Education Association, Nashville.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Oct 86

NOTE- 99p.; Some resource materials contain marginally legible print.

CONTRACT- 400-86-0001

AVAILABLE FROM- Appalachia Educational Laboratory, Inc., P.O. Box 1348, Charleston, WV 25325 (\$11.00).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)

DESCRIPTORS- *Auditory Perception; *Cognitive Development; Kindergarten Children; Language Acquisition; Learning Activities; Mathematics Skills; *Motor Development; Parent Education; *Preschool Children; Preschool Education; Primary Education; Resource Materials; *Social Development; *Visual Perception

prediction of a relationship between role-taking and prosocial behavior, and between role-taking and intelligence quotient; and the prediction that the parent dependency score would be positively correlated with the prosocial behavior score. Findings are discussed in terms of measurement characteristics and implications of the findings for future research. Related materials, such as nine pages listing references and instruments used, are appended. (RH)

ED 292 591

PS 017 283

Musun-Miller, Linda

Social Acceptance and Social Problem-Solving in Preschool Children.

PUB DATE- Mar 88

NOTE- 12p.; Paper presented at the Annual Meeting of the Southwestern Society for Research in Human Development (New Orleans, LA, March 17-19, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Conflict Resolution; *Expectation; Interpersonal Competence; Intervention; Peer Acceptance; *Popularity; *Preschool Children; Preschool Education; *Problem Solving; Sex Differences; *Social Cognition; Training

IDENTIFIERS- *Intention

Examined were relationships between children's popularity and: (1) the types of solutions children generated to common social dilemmas; (2) what they reported they would do in similar situations; (3) their statements regarding conflict participants' intent; and (4) what they expected to happen next in conflict situations. Subjects were 95 children, 4 and 5 years of age, from three private preschools. Findings indicated that, in general, the type of solutions suggested by the children to different social dilemmas and their reports of what they would do in those situations did not differentiate between high, middle, and low peer acceptance groups. However, results indicated that perception of intent and ability to predict the outcome of different social dilemmas may be important skills associated with differences in same-sex peer acceptance. Results also indicated that 4- and 5-year-old boys and girls differed in how they interpreted the situations. Girls were more likely to suggest some specific outcome or make a hypothesis about possible intent; boys were more likely

Experiment Station, North Dakota State University, Fargo, ND 58105.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive
(Program/Project Descriptions) (141)
DESCRIPTORS- *Age; American Indians; Birth Rate; Blacks; Chinese
Americans; Comparative Analysis; Culture; *Educational Attainment;
Employment Patterns; Employment Statistics; Eskimos; Ethnic Groups;
Filipino Americans; Income; Japanese Americans; Korean Americans;
*Labor Market; Marital Status; *Minority Groups; Occupations;
*Population Trends; Poverty; Sex; Statistical Analysis;
*Statistical Data; Tribes; Unemployment; Vietnamese People
IDENTIFIERS- Bureau of the Census; *North Dakota
Demographic and economic characteristics of racial minorities
(American Indian, Eskimo, Aleut, Black, Japanese, Chinese,
Filipino, Korean, Vietnamese, Asian Indian or other) in North
Dakota in 1980 are presented, using U.S. Bureau of the Census data.
Between 1970 and 1980, the number of racial minority residents
increased by 8,900 (48.6%), with the largest gain among the
American Indians (40%). Males slightly outnumbered females overall.
Half of these residents were under 20, with only 5.3% over 60 years
of age. With the exception of the Vietnamese, American Indians,
Eskimos, and Aleuts, racial minorities had higher educational
attainment levels than Whites in the state in 1980, with 61.2% of
Asian Indians over the age of 24 having completed 4 years of
college. Fertility levels were higher among most racial minorities
than those for the general population of North Dakota women. In
1980, 45% of racial minority men, and 31.3% of women were single.
Of those 16 years old and over, 57.5% participated in the labor
force. Individual minority rates of participation vary considerably
(87.1% for Blacks and 52.5% for American Indians). Service
occupations employed the largest numbers. Unemployment was 17.1%
for combined racial minority groups, more than three times the rate
for all North Dakotans. Median household average income varied
significantly: \$8,173 for Vietnamese, and \$25,625 for Filipinos.
Nearly 40% of American Indian, Aleut and Eskimo persons were
impooverished. Statistical data are included. (JMH)

ED 292 605

RC 016 563

Leadership in the Small School. The Best of the NASSP Bulletin.
National Association of Secondary School Principals, Reston, Va.
REPORT NO.- ISBN-0-88210-1935

40% more mathematics experience than U.S. students entering seventh grade; and (4) Japanese students are taught space relations using a Socratic method while U.S. students are taught using a direct instruction method. A further finding is that intrinsic motivation to study mathematics is a significant positive predictor of student development of space relations while extrinsic motivation is a negative predictor. (Author/PK)

ED 292 618

SE 048 960

Howe, Ann C.

Translating Research into Practice: A Model Linking University Researchers and Classroom Teachers.

PUB DATE- Apr 88

NOTE- 7p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College School Cooperation; Mathematics Education; Mathematics Teachers; *Models; *Research Utilization; Science Education; Science Teachers; Secondary Education; *Secondary School Mathematics; *Secondary School Science; *Theory Practice Relationship

IDENTIFIERS- Mathematics Education Research; *Science Education Research

The translation of research findings into practical use has been a persistent problem in education. This paper describes a model that seeks to avoid some of the implementation and dissemination practices of the past--practices that produced disappointing results. The purpose of the study was to develop and test a model that brings together university researchers and classroom teachers in a collaborative endeavor to test, evaluate, and adapt research findings in classroom settings. The procedure described involved three steps. First a questionnaire on research interests was sent to a state-wide sample of science and mathematics teachers. Interest in knowing about research results was high among both junior high school and high school teachers; many teachers expressed an interest in being active participants in research. Next, survey results were presented to a group of local teachers who had been invited to a meeting to discuss ways to implement the

Gunstone, Richard F.

Some Long-Term Effects of Uninformed Conceptual Change.

PUB DATE- 88

NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). Research reported here was supported by a grant from the Australian Research Grants Committee.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Achievement Tests; Cognitive Development; *Cognitive Processes; Foreign Countries; Grade 10; Grade 11; *Learning Strategies; Mechanics (Physics); *Metacognition; Misconceptions; Physics; Science Education; Science Instruction; Secondary Education; *Secondary School Science; *Student Attitudes; *Transfer of Training

IDENTIFIERS- *Australia

One of the clear findings of recent research on the learning of science has been that students who have completed science courses commonly use conceptions held before instruction to interpret natural phenomena. This paper reports on a study of conceptual change in mechanics with particular concern with the nature of student awareness of any conceptual change. Metacognition and constructivist views of learning were considered. This study focused on three purposes: (1) to investigate the impact on student performance on related content in the following year of any conceptual exchange; (2) student perception in the subsequent year of the nature, purpose and value of the instruction aimed at conceptual change; and (3) the effect of laboratory strategies used in more usual educational contexts to promote conceptual change. The study involved 46 year 10 students one year, and 110 year 11 students the next year, including 28 from the previous year's group, in Victoria, Australia. The study concludes that: the approaches used in year 10 to promote conceptual exchange had some utility; year 10 instruction has an effect on year 11 performance; and year 11 perceptions of the value of the year 10 experience varied. This reinforces the need to explicitly help students understand and control their own learning as a major contributor to developing their own understanding. (CW)

ED 292 647

SE 048 997

Brunkhorst, Bonnie J.

Student Outcomes and Teacher Characteristics in Exemplary Middle and Junior High Science Programs.

PUB DATE- 88

NOTE- 19p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; *Awards; Elementary School Science; Elementary Secondary Education; Middle Schools; *Science Teachers; Science Tests; *Scientific Attitudes; *Secondary School Science; Sex Differences; *Standardized Tests

IDENTIFIERS- Exemplary Schools; *Science Education Research Collaborative "research partnerships" between university researchers and classroom science teachers have been encouraged by recent efforts of both the National Association for Research in Science Teaching (NARST) and the National Science Teachers Association (NSTA). Key teachers in the Search for Excellence in Science Education (SESE) Exemplary Middle/Junior High Programs examined their students in three domains of science education: knowledge; attitudes; and applications/connections, using the Iowa Test of Basic Skills and National Assessment of Educational Progress (NAEP) items. Results indicate that for exemplary middle/junior high science programs: (1) teachers are highly experienced (average 18.5 years teaching); (2) students score far above the national norms on a standardized test of science knowledge (87% percentile rank); (3) students have strong positive attitudes toward science in most areas (science is the first or second favorite course for 48% compared to 29% for students generally); (4) students generally do not perform higher in the applications domain than students in general; and (5) boys show slightly higher scores than girls in most areas. (Author/TW)

ED 292 662

SE 049 016

Lewis, Mary G., Comp.

Science Education Programs That work. A Collection of Proven Exemplary Educational Programs and Practices in the National Diffusion Network.

Office of Educational Research and Improvement (ED), Washington, DC.
National Diffusion Network.

REPORT NO. - PIP-88-849

PUB DATE- 88

NOTE- 26p.; For previous edition, see ED 283 673.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (\$1.50).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Course Descriptions; *Curriculum Guides; *Elementary School Science; Elementary Secondary Education; *Instructional Materials; Learning Modules; National Programs; *Program Descriptions; *Science Curriculum; Science Education; Science Instruction; *Secondary School Science; Teaching Methods; Zoos

IDENTIFIERS- National Diffusion Network

This catalog contains descriptions of the science education programs in the National Diffusion Network (NDN). These programs are available to school systems or other educational institutions for implementation in their classrooms. Some programs may be able to offer consultant services and limited assistance with the training and materials associated with installing one of these programs in schools. Information about the NDN is provided. Programs listed include: (1) "Conservation for Children"; (2) "Foundational Approaches in Science Teaching (FAST)"; (3) "Geology Is"; (4) "Hands-on Elementary Science"; (5) "Informal Science Study (ISS)"; (6) "Life Lab Science Study"; (7) "Marine Science Project: FOR SEA"; (8) "Physics Resources and Instructional Strategies for Motivating Students (PRISMS)"; (9) "Physics--Teach to Learn Program"; (10) "Sci-Math"; (11) "Starwalk"; (12) "Stones and Bones: A Laboratory Approach to the Study of Biology, Modern Science, and Anthropology"; and (13) "Wildlife Inquiry through Zoo Education (WIZE)." A listing of state facilitators and a facilitator for private schools is also provided. (CW)

retarded Japanese boy over a 2-year period from age 3 years 9 months to age 5 years 6 months. Intervention consisted of the therapist and mother engaging the child in cognitive training activities, physical games, and pretend play activities designed to elicit language behaviors. Cognitive training stressed such skills as distinguishing between the signified and signifier in daily experiences, language training in the names and functions of familiar objects, and pretend playing in the imitative use of objects, with and without the objects present. The subject demonstrated an increase in spontaneous vocal utterances and acquisition of a few meaningful words. In his play behavior he showed a developmental sequence similar to that of non-retarded subjects. The article is followed by an abstract written in Japanese. (DB)

ED 292 271

EC 202 053

Yamaguchi, Kaoru

The Japanese Adaptation of the Portage Early Intervention Model and Some Results.

Tokyo Gakugei Univ. (Japan). Research Inst. for the Education of Exceptional Children.

PUB DATE- 87

NOTE- 9p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Journal Articles (080) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Cultural Differences; *Downs Syndrome; Infants; *Instructional Effectiveness; *Intervention; Japanese; *Mental Retardation; Preschool Education; *Program Effectiveness; Program Evaluation

IDENTIFIERS- *Japan; *Portage Project

The 1976 revision of "The Portage Guide to Early Education", which appeared originally in the United States in 1972, was adapted for use in the Japanese culture and language and published in its Japanese version in 1983. Since then it has been used with more than 200 children (ages from birth to 7 years) of whom more than 60% were diagnosed as having Down Syndrome. Intervention services have been conducted weekly or biweekly at five Tokyo sites, and home teaching programs and teaching by telephone and correspondence have also been offered. Evaluation of the program with 144 children (89 of whom had Down Syndrome) found substantial increases in

Allen, Liz

Duty to Review: A Survey of LEA Responses to Their Duty under the 1981 Education Act To Keep Special Educational Provision under Review.

Centre for Studies on Integration in Education, London (England).

REPORT NO.- ISBN-0-946828-14-8

PUB DATE- Sep 87

NOTE- 39p.; For related documents, see ED 227 204 and ED 282 362.

AVAILABLE FROM- Centre for Studies on Integration in Education, The Spastics Society, 840 Brighton Rd., Purley, Surrey, Croydon CR2 2BH, England (3 pounds).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Books (010) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Disabilities; *Educational Assessment; *Educational Legislation; *Educational Planning; Educational Policy; Elementary Secondary Education; Foreign Countries; National Surveys; Resource Allocation; *Special Education

IDENTIFIERS- *Education Act 1981 (England); *Great Britain

A 1986-87 survey of 105 local education authorities (LEAs) in England, Scotland, and Wales was conducted to ascertain the LEAs' responses to the 1981 Education Act mandate to keep special educational provision under review. Of 74 responding LEAs, 2 had not started reviews, 20 had reviews underway when surveyed, 11 said special education was continuously under review, 34 had completed reviews, and 7 had reviewed specific provision areas but had not reviewed special education generally. Variations in responses to the Act have led to criticism of the lack of central guidance and a lack of funds to properly implement the new law. There is a marked contrast between LEAs that have carefully looked at overall strategy and those that have parcelled it up into separate categories with no coherent whole. Appendix 1 summarizes a House of Commons Select Committee Report which concluded that extra resources are needed to enable LEAs and schools to implement the act properly and that LEAs must develop coherent policies in consensus with parents, teachers, and voluntary organizations. Also provided are statistics on the number and proportion of children with statements of special educational needs by LEA; lists of publications; and addresses of LEAs, organizations, and government departments. (VW)

greatly, while endpoint frequencies do not. Discourse-final frequency is characterized by a lower peak and smaller degree of fall, but not significantly lower frequency. In addition, the data show that the male speaker uses more sharply falling contours at turn-ends than the female speaker. (Author/MSE)

ED 292 301

FL 017 217

Sajavaara, Kari, Ed.

Discourse Analysis: Openings. Paper Presented at a Workshop on Discourse Analysis (Jyväskylä, Finland, October 18-19, 1985). Reports from the Department of English, University of Jyväskylä. No. 9.

Jyväskylä Univ. (Finland). Dept. of English.

REPORT NO.- ISBN-951-679-767-9

PUB DATE- 87

NOTE- 158p.

LANGUAGE- English; Finnish

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Discourse Analysis; Essays; Foreign Countries; High School Students; Interaction; Interpersonal Communication; Interpreters; Language Rhythm; Language Styles; Lecture Method; *Monologs; *Oral Language; *Persuasive Discourse; Pragmatics; Speech Skills; Suprasegmentals; *Translation; Written Language

IDENTIFIERS- *Finland; Hesitation (Speech); Modals (Verbs);

*Politeness; Spontaneous Speech; Turn Taking.

Topics covered in papers presented at a Finnish workshop on discourse analysis include, in English: the situational code in conversation; persuasive strategies and face-work in impromptu speech; historical aspects of complex behavioral strategies in politeness; the implications of predictability and unpredictability for negotiation discourse; and discourse analysis and the translator. Papers in Finnish address these topics: units of conversation and switches from one person to another; the pragmatic concept of politeness and modal auxiliaries; the discourse structure of lecture monologue; strategies in the essays written by Finnish high school students; and pauses, repairs, and hesitation in simultaneous interpretation. (MSE)

effectiveness are made that: (1) although clarity about goals is necessary, flexibility is also important; (2) community leaders and students should be involved in all stages of planning and execution; (3) internal institutional support must be assured; (4) resources must be carefully identified and the danger of over-extension must be heeded; and (5) identification with divisive partisan issues must be avoided. (MSE)

ED 292 318

FL 017 235

Steward, Ann Harleman

Linguistics and the Study of Literature. Linguistics in the Undergraduate Curriculum, Appendix 4-D.

Linguistic Society of America, Washington, D.C.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE- Dec 87

NOTE- 30p.; In: Langendoen, D. Terence, Ed., Linguistics in the Undergraduate Curriculum: Final Report; see FL 017 227.

GRANT- EH-20558-85

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *College Curriculum; Correlation; *Discourse Analysis;

*Grammar; Higher Education; *Interdisciplinary Approach;

*Linguistics; *Literature Appreciation; Phonology; Pragmatics;

Psycholinguistics; Semantics; Sociolinguistics; Syntax;

Undergraduate Study

Linguistics gives the student of literature an analytical tool whose sole purpose is to describe faithfully the workings of language. It provides a theoretical framework, an analytical method, and a vocabulary for communicating its insights--all designed to serve concerns other than literary interpretation and evaluation, but all useful for determining how a work of literature achieves its effect. Through the varied perspectives of grammar, discourse analysis, phonology, syntax, semantics, sociolinguistics, psycholinguistics, and pragmatics, linguistics becomes an independent point of entry into the literary work. Linguistic analysis imposes a measure of objectivity on the reader's initial intuition, provides a means for articulating that intuition, and suggests directions to explore. (MSE)

Students Learning a Foreign Language" (Patricia Davis Wiley); "Language Learning through Science Activities: Grade School (F.L.A.G.) and Immersion Settings" (Elvina L. Palma, Bettye J. Myer); "Hispanic-American Songs and Poems for the Classroom" (Cida S. Chase); "Strategies for the Teaching of Vocabulary Based on Oral Frequency Counts" (T. Wendell Jackson, J. Halvor Clegg); "Proficiency Orientation, Vocabulary, and Selected First-Year College German Textbooks" (Sibylle Bolton); and "Activities for Building Students' Proficiency in Spanish Classes" (Carmen Garcia, Odette Scott, William Bruhn). (MSE)

ED 292 333

FL 017 250

Pesola, Carol Ann

Articulation for Elementary School Foreign Language Programs:
Challenges and Opportunities.

PUB DATE- 88

NOTE- 11p.; In: Lalande, John F. II, Ed., Shaping the Future of Language Education: FLES, Articulation, and Proficiency. Report of Central States Conference on the Teaching of Foreign Language; see FL 017 249.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Articulation (Education); Elementary Education; FLES; Institutional Cooperation; Program Administration; *Program Design; Secondary School Curriculum; Second Language Programs; Student Placement

While foreign language instruction for elementary school children is gaining attention, poor articulation is a problem that has become more complex because of the variety of foreign language program models being developed. Five main types are in use: total immersion, partial immersion, foreign languages in the elementary school (FLES), content-enriched FLES, and foreign language experience or exploratory (FLEX). As different as the models are, one principle applies to all: no elementary school foreign language program graduate should be placed with beginners in middle or junior high school. However, each of the program models has different implications for the subsequent curriculum. Successful articulation between elementary and secondary schools requires ongoing communication and close cooperation among language teachers at all levels. Elementary school foreign language programs must be

ED 292 348

FL 017 265

Italian: Communication and Culture. Culturally Oriented Thematic Units in the Secondary Schools.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO. - ISBN-88315-847-7

PUB DATE- 86

NOTE- 107p.

AVAILABLE FROM- New York City Board of Education, Curriculum Editorial and Production Unit, Office of Curriculum Development and Support, Room 613, 131 Livingston Street, Brooklyn, NY 11201.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Classroom Techniques; Course Content; *Cultural Education; Curriculum Development; Daily Living Skills; Grammar; *Intercultural Communication; *Italian; Secondary Education; Second Language Instruction; Student Evaluation; Units of Study; Vocabulary

A guide for curriculum development in New York City's Italian second language programs to be piloted in junior and senior high schools contains six cultural theme units for level 1 and the grammatical structures in Italian for levels 1-3. The cultural theme units are designed to be used as a core for the acquisition of language patterns, vocabulary, usage, and structures. The theme unit approach is based on the premise that real situations are a strong stimulus for learning to communicate in a foreign language. The situations are of the type encountered while traveling or living in a foreign country. Within each unit is cultural content characteristic of the situation. The units are designed to be developed through a variety of activities with supportive materials taken from textbooks or created by the teacher, allowing adaptation to special needs, enrichment, and use of student creativity. Each unit contains information on its rationale, basic objectives, suggested methods and materials, time sequence, relevant cultural information, vocabulary and useful expressions, developmental questions, grammatical structures, suggested classroom procedures, enrichment activities, readings, and testing ideas. Unit topics include getting acquainted, eating, getting to know the geographic area, shopping, recreation, and earning a living. Lists of

an index, and 136 references are provided. (KM)

ED 292 363

HE 021 210

Sallee, Alvin L.; Marlow, Christine

A Permanency Planning Study: Implications for Child Welfare Curriculum.

PUB DATE- 11 Mar 87

NOTE- 22p.; Paper presented at the Annual Meeting of the Council on Social Work Education (33rd, St. Louis, MO, March 8-11, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Child Welfare; College Curriculum; *Curriculum Development; *Foster Care; Higher Education; Professional Education; Research Skills; *Research Utilization; *Social Work; State Surveys; Undergraduate Study

IDENTIFIERS- New Mexico; *Permanency Planning (Foster Care)

The way in which findings from a statewide study on permanency planning were utilized and integrated within an accredited undergraduate social work curriculum is described. The concept of permanency planning (through the provision of in-home services to help the child remain in his/her biological home or the removal of the child and placement in an adoptive home) is discussed briefly, together with the background of the 1983 consent decree in New Mexico requiring the restructuring of the state's foster care and adoption system. In 1984 a study was conducted to describe the foster care system in New Mexico. Findings revealed problems in: recruitment and maintenance of foster families, emancipation training for older children, identification of incest and sexually abusive families, dealing with attorneys, special needs children, number of past workers for each child, and legal consultation. The study identified some areas that need more integration into the curriculum, such as the importance of legal consultation and the necessity of professional training for child welfare workers. The ways in which this has been done in the human behavior and social environment courses, the social work research course, policy courses, field internships, special topics courses, and the three practice courses in the Bachelor of Social Work curriculum at New Mexico State University are described. Through case examples, students learn critical aspects of permanency planning in the practice courses. In the research course, students manipulate and

Dinham, Sarah M.

An Ongoing Qualitative Study of Architecture Studio Teaching:
Analyzing Teacher-Student Exchanges. ASHE Annual Meeting Paper.

PUB DATE- Nov 87

NOTE- 37p.; Paper presented at the Annual Meeting of the Association
for the Study of Higher Education (Baltimore, MD, November 21-24,
1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Architectural Education; *Classroom Communication;
Classroom Research; *College Instruction; Educational Research;
Higher Education; *Teacher Behavior; *Teacher Student Relationship
IDENTIFIERS- *ASHE Annual Meeting

Teacher-student exchanges that occur in architecture studio teaching ("desk crits") were studied as part of a larger ongoing research program. In studio courses, groups of students are assigned to a studio teacher called a critic or crit who oversees the students' work both individually and in groups. From studio observations conducted in four varied U.S. architecture schools, data about desk crits were identified and the observer's notes condensed to yield eight discrete categories of teaching: philosophies/views manifest in teaching, ideas about teaching and learning, student preparation, time, teachers' responses to students, two-way communication, student talk, and teacher guidance based on student work. While all these categories describe important aspects of teacher-student exchanges, the last is the most complex, requiring further analysis and interpretation from such theoretical perspectives as cognitive psychology and adult cognitive development. Examples are provided for each of the eight categories. Included is a review of the contexts for the research such as education in architecture and architecture's critical traditions. Thirty references are cited. (Author/SW)

Zumeta, William

Increasing Higher Education's Contribution to Economic Development in

total of 256 institutions were surveyed that represented research universities, private colleges, state colleges, and community colleges. Questionnaire responses were received from 1,528 administrators representing 20 administrative positions. The objective was to develop research-based guidelines and recommendations for the design, implementation, and assessment of planning approaches and processes at colleges and universities. Of concern has been self-studies and evaluations, policy plans developed by standing committees or issue-oriented task forces, and administrative decisions and actions, as well as formally designated planning processes. Appendices include the questionnaire and data file format. A total of 135 references are included. (SW)

ED 292 391

HE 021 255

Neururer, Julie

Taking a Stand: Confronting the Costs and Benefits of Divestment.
ASHE Annual Meeting Paper.

PUB DATE- Nov 87

NOTE- 50p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrative Policy; Case Studies; College Administration; Financial Policy; Foreign Countries; Higher Education; *Political Influences; *School Business Relationship; *Social Responsibility; *Values

IDENTIFIERS- *ASHE Annual Meeting; *Divestment; South Africa

Nonmonetary costs of the divestiture from U.S. corporations that do business with South Africa are examined, based on four case studies of colleges. Hidden costs concern the realm of beliefs, values, and perceptions and include the costs to: community standards, public relations, corporate links, institutional identity, cohesion, social responsibility, and orthodoxy. In addition to document and record analysis, interviews were conducted with about 40 respondents, including college presidents, administrators, trustees, students, and faculty members at four colleges in the Northeast. Two of the colleges had implemented partial divestment policies, while the other two have adopted total divestiture. The results are considered from a cultural perspective that emphasizes

DESCRIPTORS- Academic Achievement; *Academic Persistence; *Community Colleges; Higher Education; Minority Groups; *Models; Predictor Variables; Student Adjustment; Student College Relationship; Two Year Colleges; *Two Year College Students; White Students
IDENTIFIERS- *ASHE Annual Meeting; *Bean Metzner Model

Variables that affect persistence were investigated with a sample of community college students. A causal model was used that incorporates variables from the Bean-Metzner model. Persistence was defined as attainment of a vocational certificate, degree, or continued enrollment in 1980 in pursuit of such an outcome. Data on 1,210 students were obtained from the Cooperative Institutional Research Program surveys completed by students who entered as freshmen at a two-year institution in 1971. Analysis was conducted separately for both the 910 white students and the 300 nonwhite students. For the white students, variables that had significant effects on persistence include: academic integration, utility, satisfaction, and social integration. For the nonwhite students, variables that had significant effects include: academic integration, utility, and marital status. Academic integration was the most influential variable in both groups, followed by utility. Academic integration was measured by college grade point average and participation in an honor society, while utility measured how well college prepared respondents for work. Twelve references are included. (SW)

ED 292 405

HE 021 269

Tierney, William G.

Symbolism and Presidential Perceptions of Leadership. ASHE Annual Meeting Paper.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Nov 87

NOTE- 29p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Attitudes; *College Presidents; Higher Education; *Leadership Styles; Organizational Climate; *Role

(Occupation)

IDENTIFIERS- *ASHE Annual Meeting

The largest departments of chemistry, education, and psychology in the United States were surveyed to determine what formal and informal structures they have in place for selecting, preparing, and supervising teaching assistants (TAs) for their teaching responsibilities. Responses were received from each of the 97 departments surveyed. All chemistry departments, 90.6% of education departments, and 90.3% of psychology departments surveyed used doctoral students as teaching assistants. Most chemistry departments (64.7%) required all graduate students to be TAs, while education (86.2%) and psychology departments (53.6%) primarily selected TAs through an application/competitive process. All chemistry departments, 75% of education departments and 71% of psychology departments surveyed had formal preparation programs. For all three types of departments, the class professor was most often depended on to be the sole supervisor (83.5% overall) for the TA. Appendices include the questionnaire and a list of schools studied in order of the size of the department. Included are 15 references. (Author/SW)

ED 292 419

HE 021 304

Redman, George; Willie, Reynold

Student Response to Faculty Development Activities: A Case Study.

PUB DATE- 24 Mar 88

NOTE- 19p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Case Studies; College Faculty; College Students;

Comparative Analysis; Course Content; *Course Evaluation;

*Curriculum Development; *Faculty Development; Higher Education;

*Student Evaluation of Teacher Performance; *Student Reaction;

Teaching Experience

To examine faculty development activities to improve teaching effectiveness, a midwestern college awarded grants to 17 faculty members for the purpose of revising existing courses and/or developing new courses. The faculty members had from 3 to 23 years of experience and represented all academic divisions. Student evaluations of a total of 27 courses provided the data for the study. A comparison of student ratings before and after course revision revealed a statistically significant difference in favor

Eight nationally known deans (chief student affairs officers), all past presidents of the National Association of Student Personnel Administrators (NASPA), collaborated on this book about the role and style of the dean of student affairs by drawing upon their experience and collective knowledge. In spite of different leadership styles, there are many commonalities such as high energy levels; ability to initiate; effective coping with daily pressures; high regard for competence in integrity; and good relations with students, staff, faculty, and colleagues. Historical forces and issues that have affected the profession are discussed, followed by a description of "deaning" and learning. Other chapters consider such authority (given, earned, presumed, and lost); organization and relationships; the importance of planning; discipline; decision making; staff training and development; dangers (ducking, being a load, bad judgment, and various personality factors); personal style; and the future of higher education. A memo to the president from a staff member of a task force on student life is included. The appendix offers the story of writing this book. (SH)

ED 292 433

HE 021 318

Rossmann, Jack E.; El-Khawas, Elaine

Thinking about Assessment: Perspectives for Presidents and Chief Academic Officers.

American Association for Higher Education, Washington, D.C.; American Council on Education, Washington, D.C.

PUB DATE- Jun 87

NOTE- 28p.

AVAILABLE FROM- Division of Policy Analysis and Research, American Council on Education, One Dupont Circle, N.W., Washington, DC 20036-1193 (single copies free; 2 or more, \$1.00 each).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Accountability; College Administration; College Students; *Educational Assessment; Evaluation Criteria; *Evaluation Methods; Higher Education; *Outcomes of Education; Program Development; *Student Evaluation

IDENTIFIERS- *College Outcomes Assessment

Assessment in higher education is shifting from the state house to the college campus. Information is provided to help campus administrators make the best decision regarding their institutions. A general perspective is offered to senior administrators with

ED 292 447

IR 013 199

Colton, Frank V.

Strategies for Teaching and Learning Instructional Design. Chapter 3.

PUB DATE- 78

NOTE- 24p.; In: Instructional Development: The State of the Art.

Volume I, 1978; See IR 013 196. For chapter 5, see ED 144 587.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052) Reports - Descriptive
(Program/Project Descriptions) (141) Reports - Research/Technical
(143)

DESCRIPTORS- Educational Objectives; *Educational Strategies;
*Instructional Design; *Instructional Development; *Methods
Courses; *Teacher Education; Teaching Methods; Textbooks

IDENTIFIERS- *University of Kentucky

This description of the model used to teach instructional development to teachers at the University of Kentucky includes strategies and approaches used in the course; exercises, projects, and activities used in the class; and copies of forms and handouts used by the class. Alternative teaching materials, primarily textbooks, are also described. The history of the course is presented within the context of the history of instructional development. The text is supplemented with various tables and figures, and an 84-item bibliography, which includes basic textbooks, is provided. (Author/EW)

ED 292 448

IR 013 200

Wilson, Buford E.

Comprehension and the Design of Instructional Materials. Chapter 4.

PUB DATE- 78

NOTE- 17p.; In: Instructional Development: The State of the Art.

Volume I, 1978; See IR 013 196. For chapter 5, see ED 144 587.

LANGUAGE- English

the Harvey A. Andruss Library of Bloomsburg University (Pennsylvania). A rationale for the project and a plan of action are followed by a production time line and tentative program outline. An outline of the library orientation program indicates the topics to be covered, including building facilities, the various types of resources in the library collections, library services, and policies. A set of flowcharts for the project is also provided, and a video-computer-audio script for the videodisk recording concludes this report. (EW)

ED 292 464

IR 013 217

Beentjes, Hans W. J.

Mental Effort and Perceptions of TV and Books: A Dutch Replication Study Based on Salomon's Model of Learning.

PUB DATE- Sep 87

NOTE- 19p.; Paper presented at the European Conference for Research on Learning and Instruction (2nd, Tübingen, West Germany, September 19-22, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Books; *Cognitive Processes; Comparative Analysis; Developed Nations; Foreign Countries; Hypothesis Testing; *Independent Reading; Junior High Schools; Junior High School Students; Learning Strategies; *Models; Reading Comprehension; Self Esteem; *Student Attitudes; *Television Viewing

IDENTIFIERS- *Amount of Invested Mental Effort; Israel; *Netherlands; United States

This comparison of students' learning from reading books and from watching television uses Gavriel Salomon's model of learning effects, which is based on the amount of mental effort invested (AIME) in a medium as determining how deeply the information from that medium is processed. Mental effort, in turn, is predicted to depend on two perceptions with respect to the medium: perceived demand characteristics, and perceived self-efficacy. The subjects were 140 Dutch eighth graders whose test results were compared with those of a study done in the United States. The data showed that Dutch children, like American children, invest more mental effort in reading books than in watching television, and have lower perceived demand characteristics for television than for books. In contrast to American children, Dutch children did not perceive

The seven narrative reports featured in this publication detail the accomplishments, in seven key areas, of State Grant Programs (Titles I, II, and III) funded by the Library Services and Construction Act (LSCA). These descriptions of state and local library activities, demonstrating how libraries are meeting a variety of users' needs, are: (1) "Meeting the Literacy Challenge from a Federal Perspective" (Adrienne Chute); (2) "Library Services to the Blind and Physically Handicapped" (Clare De Cleene); (3) "Library Services to the Handicapped" (including the mentally retarded, hearing or speech impaired, emotionally disturbed, orthopedically impaired, or otherwise health impaired) (Clare De Cleene); (4) "Library Services to the Institutionalized" (including residents in state hospitals and correctional institutions) (Irish Skaptason); (5) "Library Services through Major Urban Resource Libraries and Metropolitan Public Libraries Which Serve as National or Regional Resource Centers" (Clarence Fogelstrom); (6) "Public Library Construction" (Donald Fork); and (7) "Interlibrary Cooperation and Resource Sharing" (Dorothy Kittel). The appended additional details and/or statistics for five of the seven reports include brief descriptions of individual projects in each of the states. The appendixes make up more than half of the document. (CGD)

ED 292 479

IR 052 327

Automating Wisconsin Libraries. Report of the Council on Library and Network Development to the State Superintendent of Public Instruction. Bulletin No. 8100.
Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.

PUB DATE- Sep 87

NOTE- 94p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Advisory Committees; *Bibliographic Databases;
Bibliographic Utilities; *Government Role; *Library Automation;
*Library Planning; Machine Readable Cataloging; Needs Assessment;
Optical Data Disks; *Policy Formation; Shared Library Resources;
State Agencies; State Programs

IDENTIFIERS- *OCLC; *Wisconsin

This report from the governor-appointed Council on Library and Network Development (COLAND), which makes recommendations for

NOTE- 10p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Reports -

Research/Technical (143) Reference Materials - Bibliographies (131)

DESCRIPTORS- *Collective Bargaining; College Faculty; Community Colleges; National Surveys; Statistical Surveys; *Teacher Strikes; Two Year Colleges; *Unions

An assessment is provided of the current status of faculty collective bargaining in community colleges. First, relevant terms are defined to explain the counting process used in deriving the findings. Next, several observations are made about possible reasons that community college collective bargaining has received little attention from the academic research community even though, as of January 1, 1987, 67% of the recognized agents and 39% of all unionized faculty in collective bargaining in higher education were from community colleges. Next, information is presented on union organizing, bargaining agents, strikes, and no-agent votes, indicating the following: (1) in 1987, over 307 community colleges were represented by certified bargaining agents; (2) the unionization of two-year colleges was concentrated primarily in public institutions, with only 16 private two-year colleges unionized; (3) over 45% of the nation's two-year college campuses were unionized, in contrast with 21% of the four-year college campuses; (4) 11 states accounted for 87% of the two-year institutions with certified bargaining agents; (5) over 56% of the two-year colleges had elected the National Educators Association and its affiliates as their bargaining agent; (6) two-year college faculty were involved in approximately 63% of all faculty work stoppages in higher education; (7) the mean length for strikes at two-year colleges was 16.6 work days. This assessment is followed by a brief report on faculty work stoppages in 1987, and a 69-item bibliography concludes the issue. (UCH)

ED 292 493

JC 880 121

Winter, Gene M.; Fadale, LaVerna M.

The Economic Impact of SUNY's Community Colleges on the State of New York.

State Univ. of New York, Albany. Two Year Coll. Development Center.

PUB DATE- Feb 88

NOTE- 43p.

LANGUAGE- English

outlining the basic features of the CAN System; (2) a 1985 introductory statement about the system, which outlines the steps colleges must take to qualify courses for CAN, the principles underpinning the system, and the members of the CAN Coordinating Committee; (3) CAN newsletters from February and November 1986, and June and December 1987, offering status reports on progress in implementing the system; (4) the "1986-87 Annual Report of the CAN System Coordinating Committee to the California Postsecondary Education Committee"; and (5) "A Guide to the CAN System" for colleges interested in participating in the project. (EJV)

ED 292 507

JC 880 141

Palmer, Jim

Community, Technical, and Junior Colleges: A Summary of Selected National Data.

American Association of Community and Junior Colleges. Washington, D.C.

PUB DATE- 1 Dec 87

NOTE- 20p.; Prepared by the AACJC Office of Research and Policy Studies.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Associate Degrees; *College Faculty; Community Colleges; Community Services; Educational Finance; Educational History;

*Educational Trends; *Enrollment Trends; *Institutional

Characteristics; National Surveys; School Size; *Student

Characteristics; Two Year Colleges; Two Year College Students

Drawing from the American Association of Community and Junior College's annual fall surveys, this report summarizes selected data about community colleges, their students, and their faculties.

Section I focuses on institutional characteristics, tracing the increase in the number of two-year institutions between 1945-46, when there were 315 public and 333 private two-year colleges, and 1986-87, when there were 1,062 public and 162 private institutions. This section also provides 1986-87 data on college size. Section II presents enrollment trends from 1945 to 1986 for private and public institutions, noting the tremendous growth following World War II through the 1970s. Section III highlights student characteristics, including age, gender, ethnicity, part-time status, student educational objectives, degree goals, and academic ability. Section

In-Brief
Philadelphia Community Coll., PA. Office of Institutional Research.
PUB DATE- 87
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Black Students; *College Transfer Students; Community Colleges; Educational Trends; *Education Work Relationship; *Employment Patterns; Females; Grade Point Average; Graduate Surveys; Males; *Outcomes of Education; Racial Differences; Salaries; Sex Differences; Student Characteristics; Two Year Colleges; Vocational Followup; White Students

These two research summaries provide information on the educational and employment activities of graduates of the Community College of Philadelphia (CCP). The first research brief draws from a 1986 survey of recent graduates and non-returning students, and from data on student characteristics and academic achievement for 490 of the 502 respondents. The following findings are highlighted: (1) males earned on average \$2,285 more per year than females, while White respondents reported wages averaging \$2,772 more per year than those reported by Black respondents; (2) males were slightly more likely than females to continue their education beyond CCP; and (3) there were no differences in grade point average (GPA) while at CCP between those who transferred and those who did not, nor were there any differences in GPA associated with reason for enrolling. The second research brief extracts follow-up data from 1983 to 1985 Performance Indicators Reports, highlighting a number of trends. Over 47% of the students who left CCP between 1983 and 1985 had transferred to another college within 9 months of leaving. Graduation and transfer patterns did not vary dramatically by race, though Blacks were less likely to graduate than Whites, and White graduates were less likely to transfer than Black graduates. Subject to the caveat of small sample sizes, Asian students tended to be most likely to enter the labor market and/or transfer, while Hispanic students tended to be least likely to transfer. (UCM)

ED 292 521

JC 880 159

Obetz, Wayne S.
A Proposed Model for Categorizing Successful and Non-Successful Student Outcomes at CCP. Institutional Research In-Brief #42.
Philadelphia Community Coll., PA. Office of Institutional Research.

Burks, Irma P.

A Report of the Minority Business Enterprise Project: A Partnership Program of the American Association of Community and Junior Colleges and the Minority Business Development Agency.

Minority Business Enterprise Project, Washington, DC.

SPONS. AGENCY- American Association of Community and Junior Colleges, Washington, D.C.; Department of Commerce, Washington, DC. Minority Business Development Agency.

PUB DATE- 88

NOTE- 58p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Audiovisual Aids; Black Businesses; *Business; *Business Administration; *Career Awareness; Career Guidance; Community Colleges; *Entrepreneurship; Instructional Materials; *Minority Groups; Program Descriptions; *School Business Relationship; Two Year Colleges

IDENTIFIERS- *Minority Business Enterprise Project

The Minority Business Enterprise Project (MBEP) was established to provide business awareness activities for minority youth to introduce them to the possibility of business ownership as a career and to build the skills of current minority business owners to help ensure their success and continued development. During the 2-year span of the project, 20 member institutions received grants ranging from \$10,500 to \$12,500 to implement project activities. Although all projects met minimal required goals, the most successful projects were all characterized by creative and imaginative program leadership, institutional commitment, a broad-based advisory committee, and faculty involvement. The project report includes an overview of the history of the MBEP, an evaluation summary, and recommendations to improve the MBEP's chances for success during its next funding cycle. In addition, short descriptions of the MBEP activities of the 20 participating colleges are presented, followed by an annotated list of audiovisual and instructional resources for minority business development, including ordering information and prices. (UCM)

children, provides a detailed analysis of the impact of child care facilities in residential zones. Section I establishes that Montgomery County had an increased number of working parents needing child care services and insufficient facilities to serve them. Zoning codes, development review criteria, and licensing practices of the Montgomery and Washington D.C. areas are analyzed in Section II. Section III summarizes results of a survey of 8 providers operating centers in their own homes and 3 offering care in centers not used as residences, 17 neighbors of providers, and 79 parents of enrolled children. Also conducted were parent transportation surveys and cost analyses derived from visual analyses of facilities. Section IV evaluates current site planning minimum requirements and proposes site planning guidelines to address issues such as signs, parking, landscaping, fences, barriers, play areas, and site development. Section V offers recommendations. Several site plan sketches are included and related materials, such as a glossary, extensive data tables, survey instruments, and county zoning ordinances, are appended. (RH)

ED 292 549

PS 017 221

Payton, David A.

Resource Monograph on the Middle Grades: The Pupils, the Programs, the Instructional Processes.

New York State Education Dept., Albany.

PUB DATE- 87

NOTE- 117p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)

DESCRIPTORS- Disabilities; *Educational Needs; Educational Trends; Elementary Education; *Family Influence; Grade 7; Grade 8; *Individual Development; Junior High Schools; *Junior High School Students; Middle Schools; *Preadolescents; *Program Implementation; Social Influences

IDENTIFIERS- New York; *Program Requirements

This resource monograph updates 1983 and 1984 resource monographs intended as reference tools for New York State school districts considering grade-level reorganization of educational programs for early adolescents. The chapters of this document: (1) summarize contents of the previous monographs; (2) discuss current research and information on middle grades students in terms of emotional,

grandchildren, and freedom to offer child rearing advice to parents. Also examined were beliefs about the personal significance of relationships with grandchildren that were associated with grandparent gender, grandchild gender, and maternal and paternal lineage of grandparent-grandchild descent. Subjects participated in a structured interview which concerned their relationship with one of their grandchildren. Only one grandparent of each grandchild was interviewed. Findings identified differences between grandmothers' and grandfathers' views, namely, that grandmothers expressed greater grandparenting satisfaction than did grandfathers, and that grandfathers stressed the importance of family extension through grandchildren and the pleasures of indulging grandchildren more than did grandmothers. The hypothesis that grandmothers with granddaughters and grandfathers with grandsons would express the highest levels of grandparenting satisfaction, perceived grandparenting responsibilities, and grandparenting meaning was not supported. (RH)

ED 292 563

PS 017 238

McGee, Karen A.

Writing: The Common Denominator of a Kindergarten Curriculum.

PUB DATE- Sep 87

NOTE- 28p.; Paper presented at the Annual Northern California Kindergarten Conference (6th, San Francisco, CA, January 23, 1988).

This document is printed on pink paper.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Elementary School Curriculum; *Kindergarten; *Learning Activities; Primary Education; *Teaching Methods; *Writing Instruction

Various techniques for encouraging writing among kindergarten children are described in this paper. Techniques include: (1) dictating stories; (2) establishing the format of a text by using repetitive patterns, the rhythm of the language, cumulative patterns, the familiarity of a story or story line, and familiar sequences; (3) using "I-Searches" written in the first person and emphasizing truth-telling and clear language; (4) teaching writing with a phonics approach; (5) using life skill writing, or "real life writing," in simulated natural settings; (6) using journals.

IDENTIFIERS- *Parents as Teachers

The six major sections of this notebook focus on developing the abilities of preschool and kindergarten children in the areas of large and fine motor, social, auditory, visual, language, and mathematics skills. Each section contains several activities parents can do at home in brief and enjoyable practice periods to assist children's development. The notebook is designed so that teachers may select one or more activities relating to a particular child's development, copy the appropriate pages, and send them home with a letter to the parents explaining their use. Activities should take no more than 15 to 30 minutes. The notebook also contains definitions of the six developmental skill areas, a chart of behaviors expected from preschool and kindergarten children in the skill areas and several curricular areas, and the agenda for a teacher awareness session for explaining the notebook's use to teachers. Selected resource materials for parents concerning at-home learning activities cover the topics of: (1) writing a finger play; (2) ways in which preschool children learn through play; (3) storytelling; (4) visual perception activities; (5) language experiences; (6) cognitive development; (7) relationships between story reading and learning to read; (8) reading readiness; (9) arithmetic; (10) opportunities to learn which are offered in the home environment; (11) tips for parents; (12) parent-teacher cooperation; and (13) suggestions for over-the-summer learning. (RH)

ED 292 578

PS 017 261

Family and Medical Leave Act of 1988. Parts 1 and 2. House of Representatives, 100th Congress, 2d Session. Reports To Accompany H.R. 925 from the Committee on Post Office and Civil Service and the Committee on Education and Labor.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.; Congress of the U. S., Washington, D. C. House Committee on Post Office and Civil Service.

REPORT NO.- House-R-100-511

PUB DATE- 8 Mar 88

NOTE- 110p.; To accompany H.R. 925; see PS 017 007 for this document.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Administration; Adoption; *Birth; Costs; Employees; Federal Government; *Federal Legislation; *Fringe Benefits; *Health; *Leaves of Absence

to say they didn't know. An interaction of sex and social acceptance indicates that expectations about outcome and interpretation of intent may differ between popular boys and popular girls. It is concluded that awareness of differences between popular boys and girls is important in determining appropriate goals and interventions for social skills training programs. (RH)

ED 292 592

PS 017 285

Carraher, Terezinha Nunes; Schliemann, Analucia Dias
Real and Apparent Equality in Conservation Tasks.

PUB DATE- Apr 87

NOTE- 8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Age Differences; Cognitive Ability; *Conservation (Concept); Foreign Countries; *Performance Factors; *Preschool Children; Preschool Education; *Research Problems

IDENTIFIERS- *Brazil

This study investigated the effect of different implicit definitions of equality upon children's performance on conservation tasks. In the study, traditional versions of conservation tasks are compared to modified versions in which initial equality is established through verbal counting of discontinuous quantities and measuring of continuous quantities. A group of 48 children, 4 and 5 years of age, were tested in either a traditional or modified form of the conservation task with discontinuous quantities. A second 48 were tested in either a traditional or modified form of the conservation task with continuous quantities. All children came from middle-class families and attended private nursery schools in Recife, Brazil. Results indicated that significantly more 5-year-olds conserved discontinuous and continuous quantities when equality was not established perceptually. Subjects who were 4 years old did not improve significantly in either task. Furthermore, 4-year-olds had difficulty in accepting the initial equality in the modified version of the task with continuous, but not discontinuous, quantities. Some children denied equality after having accepted it on a nonperceptual basis. It is concluded that though the interference of an implicit definition of equality as

PUB DATE- 87

NOTE- 229p.

AVAILABLE FROM- National Association of Secondary School Principals,
1904 Association Drive, Reston, VA 22091.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques
(For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Administrator Attitudes; Administrator Guides;
*Administrator Role; *Educational Environment; Elementary Secondary
Education; *Instructional Improvement; Rural Education; *Small
Schools; Student Characteristics; *Teacher Administrator
Relationship

IDENTIFIERS- *Educational Leadership; *Management Practices; NASSP
Bulletin

Intended to serve as a handbook for the principal of the small
school, this volume presents a collection of 38 articles about
small schools that have appeared in the National Association of
Secondary School Principals Bulletin during the past 7 years. An
introduction explores the basic concept of size as it relates to
schools. Five chapters group articles under the topics:
"Leadership: Providing a Direction for Learning," "Management:
Creating a Climate for Learning," "Instruction: Improving Classroom
Learning," "Teachers: Supporting Better Learning," and "Students:
Promoting Expectations for Learning." A concluding section
highlights six significant categories of strength (administration,
the teacher, the student, the community, guidance, and atmosphere),
acknowledges that there will always be a need to discuss ways of
improving the teaching/learning environment of small schools, and
provides a stimulating list of practical suggestions. (NEC)

ED 292 606

RC 016 565

Parks, Gail Armstrong

The Education of Rural Students in the United States.

SPONS. AGENCY- National Inst. of Education (ED), Washington, D.C.

PUB DATE- Mar 83

NOTE- 144p.

CONTRACT- NIE-P-84-0054

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Educational Attainment; Educational Needs; Elementary

translation of research into classroom practice. As a result of this meeting, a group of seven teachers and three faculty members was formed. Finally, a consensus was reached on operating procedures and principles. After study and discussion of research articles, reviews, and other materials, the teachers began trying out ideas from the readings and ideas of their own, reporting results at monthly meetings. (TW)

ED 292 619

SE 048 961

Wilkinson, William J.; And Others

The Teaching-Learning Environment in a Student-Centered Physics Classroom.

PUB DATE- Apr 88

NOTE- 23p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classroom Communication; Grade 11; High Schools; *Physics; Science Education; *Science Instruction; *Secondary School Science; Self Esteem; *Student Attitudes; *Teacher Behavior; Teaching Methods

IDENTIFIERS- Science Education Research

The purpose of this study was to explore how the needs, actions, and beliefs of teacher and students interact with the constraints of the classroom and the curriculum to establish an atmosphere conducive to effective learning of physics in grade 11. An interpretive research methodology was used to investigate the students' and teachers' needs, ideas, and beliefs which were responsible for the coherent establishment of a harmonious student-centered teaching-learning environment. Constraints within the curriculum and the school were examined for their impact on the learning climate. The results indicated that: (1) students were mainly responsible for their own learning; (2) activity sheets were used to relate new experiences to prior knowledge; (3) this learning environment was designed to encourage student understanding rather than rote learning; (4) activity sheets and note guides were used to engage students in actively constructing their own learning; (5) a framework for student learning was developed; (6) additional cues as to the level of cognitive demands

Aneh, Catherine O.; Gunstone, Richard F.

The Understanding Held by Nigerian Science Teachers of Some Science Concepts.

PUB DATE- 88

NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Aptitude Tests; *Foreign Countries; Higher Education; *Misconceptions; *Preservice Teacher Education; Process Education; Science Education; *Science Teachers; Secondary Education; *Secondary School Science; *Teacher Evaluation; Testing

IDENTIFIERS- *Nigeria

In considering implications for teaching and learning found in research, a number of writers have urged teachers to probe students conceptions before teaching a concept. The purpose of this probing is to allow the teacher to begin instruction from the conceptual position or positions of the students. This approach carries with it the assumption that teachers themselves have an understanding of the concept which is congruent with the view of science. The fundamental purpose of this study was to explore the validity of this assumption about the nature of the understanding of high school teachers in Nigeria. It was based on a constructivist view of learning. Practicing high school teachers (N=251) took a written test on concepts that they had been teaching and 45 agreed to be interviewed following the test. Another group of 157 trainees was also given the test. Examples of questions and response patterns were given. The study concluded that teachers exhibit the same range of misconceptions as students. Teachers tend to use more sophisticated terminology and have a generally lower frequency of misconceptions. There were no systematic trends by teacher qualifications. Tertiary science teaching is suggested as the appropriate source of the problem. (CW)

Demidova, S. I.; And Others

Innovations in Science and Mathematics Education in Schools in the Soviet Union. Science and Technology Education Document Series No. 24.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Science, Technical and Environmental Education.

REPORT NO.- ED-87/WS/46

PUB DATE- Feb 87

NOTE- 22p.; For the document to which this is an addendum, see ED 279 520.

AVAILABLE FROM- UNESCO, 7 place de Fontenoy, 75700 Paris, France.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Biology; Chemistry; *Educational Change; *Foreign Countries; Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Physics; *Science and Society; Science Curriculum; Science Education; *Science Instruction; Secondary Education; *Secondary School Mathematics; *Secondary School Science; Technical Education

IDENTIFIERS- *USSR

The current reform of general secondary education and vocational training in the USSR is aimed at further improving quality and meeting social demands. This document is an addendum to "Science and Mathematics Education in the General Secondary School in the Soviet Union," published in July 1986. It discusses some of the new reform thrusts in mathematics, physics, chemistry, and biology. It focuses on recent efforts to: (1) introduce generalizing themes showing the scientific basis of major trends in scientific and technological advances (along with the introduction of some professions to students); (2) equip students with practical skills in preparation for working life; (3) acquaint students with labor protection measures, industrial safety provisions, ecology and the protection of the natural environment; and (4) encourage students' inventiveness, research ability and design talent through laboratory exercises and workshop activities. (TW)

Shaw, Edward L., Jr.; And Others

Assessing the Skill of Variable Identification with Multiple Choice Items.

PUB DATE- 88

NOTE- 29p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Performance Tests; Process Education; Response Style (Tests); Science Education; *Science Tests; *Secondary School Science; *Test Construction; *Test Format; Testing Programs; *Test Items

IDENTIFIERS- Process Skills; Science Education Research

Increased emphasis on public school accountability has resulted in several states including a science component in their elementary and middle school testing program. This component often includes items designed to measure process skill ability. The purpose of this study was to examine the performance of high school students on four types of multiple choice items used to assess student's ability to identify manipulated and responding variables. Items differed only in the stimulus material presented to students. Stimulus material was either a question focusing on the relationship between two variables, a hypothesis, a description of an experiment, or a description of results of an experiment. Student performance on these item types was compared to their performance on a standard Piagetian interview task of variable identification. The results of the study included: (1) the "question" format was the most difficult, while the "results" format appeared to be the easiest; (2) the "description" item type had a higher correlation with the total interview than any other item type. Among conclusions reached in this study was that although all four item types operate similarly, they did not correlate very highly with the interview/observation task. (CW)

Developmental Quotient (DQ) or maintenance of Developmental Quotient (DQ) despite previous research suggesting declining DQ scores for Down Syndrome children. A Japanese-language abstract is provided. (DB)

ED 292 272

EC 202 055

Building Bridges for Communication: A Reference Book on Communication, Terms, Laws, and Other Information Relating to Persons with Disabilities.

Governor's Planning Council on Developmental Disabilities, Springfield, Ill.

PUB DATE- Jun 87

NOTE- 60p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132) Reference Materials - Vocabularies/Classifications (134)

DESCRIPTORS- *Advocacy; Definitions; *Disabilities; Federal Legislation; Handicap Discrimination; Interpersonal Relationship; *Normalization (Handicapped); Perspective Taking; Public Agencies; *Social Cognition; *Social Networks; State Agencies; State Legislation

IDENTIFIERS- Illinois

Developed by the Illinois Governor's Planning Council on Developmental Disabilities, this guide is intended to help parents and other laypersons communicate more knowledgeably and effectively with professionals who work with handicapped persons, as well as with handicapped individuals themselves. Section I offers suggestions for interpersonal communication with disabled persons and provides guidelines for writing and speaking about disabled persons in print and visual media. Subsequent sections include a glossary of disability-related terms, brief explanations of relevant federal and state statutes, and information on executive and elective offices, state agencies, and commissions in the state of Illinois. Names and addresses of national and state advocacy and consumer organizations, a glossary of disability-related acronyms, and agency toll-free numbers conclude the document. (JW)

Bradley, Robert H.; And Others

General and Specific Aspects of the Physical Environment:

Relationships with Development in Handicapped Children Ages 1 to 10.

PUB DATE- Apr 87

NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Behavior Development; *Disabilities; Early Childhood Education; Environmental Influences; Family Attitudes; *Family Environment; Family Life; Family Relationship; Hearing Impairments; *Instructional Materials; Mental Retardation; *Motor Development; Physical Disabilities; *Social Development; Speech Handicaps; Toys Visual Impairments

The relationship between physical environment and child development was examined in five groups of moderately to severely handicapped children (hearing impaired, vision impaired, orthopedically impaired, speech impaired, mentally retarded). The 282 participating children comprised 89 infants (ages 0-3), 108 preschoolers (ages 3-6), and 85 elementary school children (ages 6-10). Each child's family was visited twice (18 months apart) at home and assessed using sociodemographic indices, the HOME Inventory, a parental coping scale, a social support inventory, the Family Inventory of Life Events, the Scales of Independent Behavior, and either the Bayley Scales of Infant Development or the Stanford-Binet Intelligence test. Results indicated that there was a high degree of specificity between the type of handicap and age and the development of handicapped children. Availability of materials was only slightly related to behavioral development in infants but more significant in overall development of preschool and elementary school age children. Significant correlations were most frequent for orthopedically and speech impaired children's motor and social development, while no significant correlations appeared for the mentally retarded in any developmental area. Findings also indicated that general surroundings in which a child lives were essentially unrelated to behavioral development for handicapped children ages 0-10. (VW)

ED 292 302

FL 017 218

Laine, Eero J.

Affective Factors in Foreign Language Learning and Teaching: A Study of the "Filter." Jyvaskyla Cross-Language Studies, No. 13.

Jyvaskyla Univ. (Finland). Dept. of English.

REPORT NO.- ISBN-951-679-719-9

PUB DATE- 87

NOTE- 92p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Affective Behavior; *Educational Attitudes; Foreign Countries; Models; Personality; Second Language Instruction; *Second Language Learning; *Self Concept; Student Characteristics; *Student Motivation

IDENTIFIERS- Finland; Learning Environment

A study of the affective "filter" inhibiting student learning of a second language focuses on the critical features of the filter, especially student self-concept and the general roles of personality traits and learning attitudes. Relevant research on motivation, personality traits, attitudes, and self-concept as they relate to learning is reviewed and three learning models are discussed: the motivational model, the "filter" model, and the self-concept model. Specific aspects of motivation, personality traits, attitudes, and self-concept that may relate to language learning are outlined and applied to existing research findings. In conclusion, a working hypothesis concerning the affective filter in language learning, to be validated in a later study, is proposed. A seven-page reference list is provided and figures for the three learning models are appended. (MSE)

ED 292 303

FL 017 219

Sneck, Seppo

Assessment of Chronography in Finnish-English Telephone Conversation

An Attempt at a Computer Analysis. Jyvaskyla Cross-Language Studies, No. 14.

Jyvaskyla Univ. (Finland). Dept. of English.

REPORT NO.- ISBN-951-679-720-2

ED 292 319

FL 017 236

Wilkins, Wendy

Linguistics and the Teaching of Science. Linguistics in the Undergraduate Curriculum, Appendix 4-E.

Linguistic Society of America, Washington, D.C.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE- Dec 87

NOTE- 13p.; In: Langendoen, D. Terence, Ed., Linguistics in the Undergraduate Curriculum: Final Report; see FL 017 227.

GRANT- EH-20558-85

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Cognitive Processes; *College Curriculum; Correlation; Grammar; Higher Education; *Interdisciplinary Approach;

*Linguistics; *Science Instruction; *Scientific Methodology;

Syntax; Undergraduate Study

IDENTIFIERS- *Cognitive Sciences

Linguistics, as one of the cognitive sciences, has much to offer the teaching of basic science, i.e., the teaching of how to ask and investigate interesting questions. Linguistics is particularly well-suited for teaching about the process of "doing" science because the methodology appropriate to the study of language from a generative viewpoint is, in fact, scientific methodology. Scientific methodology provides an orderly arrangement for, and analysis of, data and a means to search for relationships that explain and predict the behavior of the observed phenomena. The discipline has other practical advantages for teaching the scientific method: it has inherent interest, requires little advanced mathematics because it relies on forms of formal reasoning more easily accessible to many students, requires no expensive laboratories or equipment, has all the relevant data readily available to anyone who has acquired a language, has an immediate connection to computer science, and is central to cognitive science as the study of the human mind. (MSE)

ED 292 320

FL 017 237

considered part of the total foreign language program, not a mere prelude unrelated to the goals and activities of the secondary curriculum. The elementary school language teacher will have to be able to describe the communicative and cultural outcomes of instruction very specifically. Articulation will be smooth only if students are achieving predictable outcomes consistent across grade levels. Successful elementary programs will necessitate secondary curriculum changes and careful placement procedures. (MSE)

ED 292 334

FL 017 251

Lange, Dale L.

Articulation: A Resolvable Problem?

PUB DATE- 88

NOTE- 22p.; In: Lalande, John F. II, Ed., Shaping the Future of Language Education: FLES, Articulation, and Proficiency. Report of Central States Conference on the Teaching of Foreign Language; see FL 017 249.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Articulation (Education); Correlation; Course Descriptions; *Curriculum Development; Institutional Cooperation; *Instructional Materials; Second Language Instruction; *Second Language Programs; *Student Role; Teacher Effectiveness; *Teacher Role; Teaching Methods; Testing

Articulation remains a significant problem in language education as in education in general. The particular concern is that articulation is targeted toward programs and not toward learners. Specific language teaching methods, and use of more-uniform teaching materials and testing have been used to cope with the problem. However, a broader definition of articulation emphasizes the interconnectedness of content, curriculum, and instruction as they facilitate student learning. The interrelationships of the three elements are vital to resolutions of the issue. Several principles help resolve the problem: careful curriculum development, feedback to students that relates to their learning, monitoring at all levels and by a variety of methods, use of carefully chosen and appropriate materials, less emphasis on grammar, teacher preparation that focuses on these interrelationships and, most important, communication and cooperation for the student's benefit. (MSE)

grammatical structures are appended. (MSE)

ED 292 349

FL 017 266

Spanish: Communication and Culture. Culturally Oriented Thematic Units in the Secondary Schools.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

REPORT NO.- ISBN-88315-845-0

PUB DATE- 86

NOTE- 110p.

AVAILABLE FROM- New York City Board of Education, Curriculum Editorial and Production Unit, Office of Curriculum Development and Support, Room 613, 131 Livingston Street, Brooklyn, NY 11201.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Classroom Techniques; *Communicative Competence (Languages); Course Content; *Cultural Education; Curriculum Development; Daily Living Skills; Grammar; *Intercultural Communication; Secondary Education; Second Language Instruction; *Spanish; Student Evaluation; Teaching Guides; Thematic Approach; Units of Study; Vocabulary Development

A guide for curriculum development in New York City's Spanish second language programs to be piloted in junior and senior high schools contains six cultural theme units for level 1 and the grammatical structures in Spanish for levels 1-3. The cultural theme units are designed to be used as a core for the acquisition of language patterns, vocabulary, usage, and structures. The theme unit approach is based on the premise that real situations are a strong stimulus for learning to communicate in a foreign language. The situations are of the type encountered while traveling or living in a foreign country. Within each unit is cultural content characteristic of the situation. The units are designed to be developed through a variety of activities with supportive materials taken from textbooks or created by the teacher, allowing adaptation to special needs, enrichment, and use of student creativity. Each unit contains information on its rationale, basic objectives, suggested methods and materials, time sequence, relevant cultural information, vocabulary and useful expressions, developmental questions, grammatical structures, suggested classroom procedures, enrichment activities, readings, and testing ideas. Unit topics

analyze the data and thus are able to see how research can directly impact policy change. Findings from the study also are used as illustrations in courses. (KM)

ED 292 364

HE 021 211

Marlow, Christine; Sallee, Alvin L.

The Needs of the Nontraditional Bachelor of Social Work Student.

PUB DATE- Oct 87

NOTE- 17p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Adult Students; Bachelors Degrees; College Curriculum; College Students; Curriculum Development; Females; Flexible Scheduling; Higher Education; *Nontraditional Students; Prior Learning; Professional Education; *Social Work; *Student Needs; Teaching Methods; Undergraduate Students; Undergraduate Study

Findings are presented of a study of some of the characteristics of nontraditional students in an undergraduate social work program, as compared to the characteristics of traditional students. Curriculum and service changes that social work programs can implement to accommodate some of the special needs of nontraditional students are also discussed. All female junior and senior social work students (N=42) at a state university were administered a questionnaire that included questions relating to demographics, possible problem areas, and service changes. The sample included 17 nontraditional students and 25 traditional students. Results included the following: (1) ethnically the groups were comparable, but the nontraditional students were more likely to be divorced or married and have children; (2) the nontraditional students experienced more difficulties with child care and social isolation; and (3) the majority in both groups had problems with financial aid, scheduling, personal finances, and handling employee/student roles. Data are provided in three tables. These results are compared to those of other studies of nontraditional students and found to be similar. Recommendations that social work programs could implement in order to address the needs of returning students in the areas of curriculum and teaching, advisement, class scheduling, extracurricular activities, and credit for life and work experience are discussed. (KM)

Urban and Rural Communities: Lessons from Washington State. ASHE Annual Meeting Paper.

PUB DATE- Nov 87

NOTE- 57p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Economic Development; *Higher Education; *Research and Development; Research Utilization; Rural Areas; School Business Relationship; *School Community Relationship; Technical Assistance; *Technology Transfer; Urban Areas

IDENTIFIERS- *ASHE Annual Meeting; *Washington

Reasons for increased interest in higher education-economic development relationships are reviewed and the nature of the guidance that policy analysts may be able to provide decisionmakers is outlined. Attention is directed to the merits and drawbacks of six possible approaches to increasing higher education's contributions to economic development without spending large additional sums of state tax dollars. Emphasis is given to two types of approaches used in Washington State: additional investments in technology transfer of university research and development and additional support for campus-based technical and management assistance to firms. Two types of technology transfer investment strategies were studied. The applicability of the approaches to colleges and universities seeking to enhance their contributions to rural economic development are assessed. It is concluded that programs with this objective need to have some special emphases designed for the contemporary rural context, and that expectations for their impact should be modest. It is recommended that attention be directed to objective data-gathering and independent assessment of the impacts of campus-based economic development efforts. (Author/SW)

ED 292 378

HE 021 242

Stanton, Charles M.

The Emergence of the Collegiate System in Classical Islam: 700-1200 A.D. ASHE Annual Meeting Paper.

PUB DATE- Nov 87

NOTE- 22p.; Paper presented at the Annual Meeting of the Association

the role of an institutional ethos in understanding the meaning of divestment. Strategies that focus on the centrality of process in confronting divestment pressures are recommended that encompass the areas of logistics, education, and culture. Thirty-four references are cited. (SW)

ED 292 392

HE 021 256

Weidman, John C.

Undergraduate Socialization. ASHE Annual Meeting Paper.

PUB DATE- Nov 87

NOTE- 57p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Aspiration; Higher Education; Outcomes of Education;

Parent Student Relationship; Peer Influence; *Socialization;

*Student Attitudes; Student Characteristics; *Student College

Relationship; *Student Development; Theories; *Undergraduate

Students; *Values

IDENTIFIERS- *ASHE Annual Meeting

The applicability of socialization theory for understanding the processes of college impacts on students is discussed. The focus is affective dimensions of college impact, particularly influences of college on student's values, personal goals, and aspirations. Conceptual dimensions of the socialization process are considered, with attention to characteristics of individuals and institutions that are likely to enhance the influence of college on students. A conceptual framework for understanding the undergraduate socialization process is presented that incorporates socializing influences experienced by undergraduates from a variety of sources, both within and external to the postsecondary institution. Included in the framework are the socializing impacts of: student background, the normative influences exerted by the academic and social structure of the college through interpersonal and intrapersonal processes, and the mediating impacts of both parental socialization and noncollege reference groups during college. Special emphasis is placed on social structural aspects of socialization, rather than on individual processes dealing with socializing influences. A total of 155 references is included. (SW)

Perception; *Symbolism
IDENTIFIERS- *ASHE Annual Meeting

Leadership in higher education is considered from the perspective of its symbolic dimensions. Results of a study of presidential perceptions of leadership are also examined in order to uncover the symbolic forms that leaders use to accomplish their goals. Organizational symbolism and interpretations of leadership are considered. Topics include: how organizational participants create meaning within a dynamic system; the way that symbolism enhances and helps define leadership; and constraints that the organization imposes on a leader's use of symbols. Data from a national sample of 32 presidents were obtained from the Institutional Leadership Project of the National Center for Postsecondary Governance and Finance. The sample included 16 presidents who had served 3 years or less and 16 presidents who had served 5 years or more. Interviews with the college presidents resulted in six categories that symbols may take: metaphorical, physical, communicative, structural, personification, and ideational. Three ideas concerning the symbolic aspects of leadership are addressed: symbols demand corroboration; symbols should be used consistently with the organization's culture; and presidents should use all symbolic forms. Included are 19 references. (SW)

ED 292 406

HE 021 271

Jones, Philip

Organizational Ineffectiveness and Effectiveness in Colleges and Universities. ASHE Annual Meeting Paper.

PUB DATE- Oct 87

NOTE- 16p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Educational Quality; Evaluation Criteria; Higher Education; *Institutional Evaluation; *Job Satisfaction; *Organizational Theories; Problems; *School Effectiveness; Student Development

IDENTIFIERS- *ASHE Annual Meeting

Potential indicators of organizational effectiveness and ineffectiveness in postsecondary institutions were investigated.

of revised courses. A comparison of student ratings of new courses and student ratings of college-wide existing courses revealed no statistical differences, despite the difficulties likely to accompany a first try at new courses. Data are presented in four tables. (KM)

ED 292 420

HE 021 305

Chandler, Lana J.; Boggs, Michael D.

The Student Loan Handbook. All about the Guaranteed Student Loan Program and Other Forms of Financial Aid for College Students and Their Parents.

REPORT NO.- ISBN-0-932620-82-5

PUB DATE- 87

NOTE- 159p.

AVAILABLE FROM- Betterway Publications, Inc., Box 82, White Hall, VA 22987 (\$7.95).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Books (010)

DESCRIPTORS- College Students; Eligibility; Family Financial Resources; Federal Aid; Federal Programs; Financial Problems; *Grants; Higher Education; *Need Analysis (Student Financial Aid); Parent Financial Contribution; Postsecondary Education; Self Supporting Students; *Student Financial Aid; *Student Loan Programs; Work Study Programs

IDENTIFIERS- College Work Study Program; *Guaranteed Student Loan Program; Parent Loans for Undergraduate Students Program; Pell Grant Program; Perkins Loan Program; Supplemental Educational Opportunity Grants

The Guaranteed Student Loan Program (GSLP) and other forms of financial aid are described under the following headings: (1) the Guaranteed Student Loan Program (what the program is; how much and when to borrow; the student loan; the Parent Loans for Undergraduate Students (PLUS) Program; guidelines for the independent undergraduate--the supplemental program (SLA); the needs test; how repayment works; the economics of credit; where to apply; the service agency's role; and the future of the GLSP); (2) campus-based programs (Pell Grant);, Supplemental Educational Opportunity Grant (SEOG); the Perkins Loan (formerly the National Direct Student Loan Program); and college work study); (3) other forms of financial aid (including cooperative education,

little previous experience in systematic assessment. Section I, "Assessment: What Is It All About?" defines and explains the concern with assessment. Section II, "Should We Develop an Assessment Program?" considers the benefits of assessment, the way to balance assessment with other goals, and how to deal with external constituencies. "How Should We Start?" in section III, focuses on the leadership role, organizing for assessment, collecting data, determining costs of assessment, and establishing a schedule. The accompanying figures offer information on different approaches to assessment, state mandates on assessment, possible components of an assessment plan, and possible roles for presidents and chief academic officers in student assessment; and present a checklist of possible assessment costs, examples of a planning schedule, and advice from assessment pioneers. Twenty-two references are given and a concluding page is included, entitled, "Using Assessment to Greatest Effect." (SM)

ED 292 434

HE 021 319

Stehno, Joseph J.

An Incomplete History of Non-Traditional Programs in American Higher Education.

PUB DATE- Jan 88

NOTE- 27p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Historical Materials (060)

DESCRIPTORS- Definitions; *Educational Development; Educational History; *Educational Innovation; Educational Principles; *Experimental Colleges; Experimental Teaching; Free Schools; *Higher Education; Models; Noncampus Colleges; *Nontraditional Education; Open Education; *Open Universities

An overview of the history of nontraditional programs within the American higher education system discusses the energy and spirit provided by such programs and relates them to the basic principles of American culture (importance of individuality, respect for diversity, and belief in equality). During the development of American culture, the five trends affecting higher education have been moving from aristocracy to equality, from traditional to popular and practical, from transmission to creation, from singular to diverse, and from uniformity to individuality. Several definitions of nontraditional education are provided in a

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Information Analysis/State-of-the-Art
Materials (070)

DESCRIPTORS- *Comprehension; Context Clues; *Instructional Design;
*Instructional Development; *Instructional Materials; *Material
Development; *Semantics; Teaching Methods

Arguing that the failure of instructional materials is frequently due to misconceptions held by their developers concerning the nature of comprehension, this chapter examines the factors involved in comprehension and relates them to the design of instructional materials. Three types of errors in comprehension are discussed, and ways to avoid them are presented: (1) instructional materials fail because of a lack of background, either already possessed by the student or to be provided by the materials; (2) instructional materials fail to provide a useful context for the instruction presented; and (3) instructional materials fail because of interference from various aspects of the instructional materials themselves. Some conclusions about comprehension are provided to aid in the designing of materials which avoid these problems. The text is supplemented with two figures, and an eight-item bibliography is provided. (Author/EW)

ED 292 449

IR 013 201

Bass, Ronald K.; Hand, James D.

Cognitive Style Mapping: Its Place in Instructional Development.
Chapter 6.

PUB DATE- 78

NOTE- 13p.; In: Instructional Development: The State of the Art.
Volume I, 1978; See IR 013 196. For chapter 5, see ED 144 587.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Information Analysis/State-of-the-Art
Materials (070) Reports - Research/Technical (143)

DESCRIPTORS- *Cognitive Mapping; *Cognitive Measurement; *Cognitive
Style; Individualized Instruction; *Instructional Design;
*Instructional Development; Models; Psychological Studies; *Student
Characteristics

IDENTIFIERS- *National Special Media Institutes Model

This chapter outlines the measurement and interpretation of cognitive style using the conceptual structure of Educational

themselves to be more efficacious in learning from television. When measuring mental effort and perceived self-efficacy, the data for the Dutch children produced nonsignificant (negative) correlations for both media, while the data for American children correlated positively for books and negatively for television, which they regarded as the "easy medium." The results from both studies are also compared to a similar study undertaken in Israel. The text is supplemented with three tables, four figures, and a 10-item bibliography. (EW)

ED 292 465

IR 013 218

Carroll, John M., Ed.; Olson, Judith Reitman, Ed.

Mental Models in Human-Computer Interaction. Research Issues about What the User of Software Knows. Workshop on Software Human Factors: Users' Mental Models (Washington, District of Columbia, May 15-16, 1984).

National Academy of Sciences - National Research Council, Washington, D.C.

PUB DATE- 87

NOTE- 53p.

AVAILABLE FROM- Committee on Human Factors, Commission on Behavioral and Social Sciences and Education, National Research Council, 2101 Constitution Ave., NW, Washington, DC 20418.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Cognitive Processes; Computer Software; *Computer System Design; Human Factors Engineering; *Knowledge Level; *Man Machine Systems; *Models; Performance Factors

IDENTIFIERS- *Computer Users; *User Characteristics

This report incorporates a literature review, a workshop paper, and discussion by workshop participants on the current status of research on what the users of computer systems know, and how these different forms of knowledge fit together in learning and performance. It is noted that such research is important to the problem of designing systems and training programs so that they are easy to use and the learning is efficient. Topics addressed include: (1) the development of mental models to describe the stored knowledge of users of computer systems and ways in which that knowledge is used to determine their behavior; (2) types of

updating the Wisconsin Department of Public Instruction's library automation policy, comprises a summary of the council's recommendations and 14 issue papers. These papers, which make up the major part of the report, are concerned with: (1) the role of the Division for Library Services (DLS) in bibliographic database development in the state; (2) the relationship between the Wisconsin Catalog (WISCAT) database and OCLC (the Online Computer Library Center) database; (3) systems for adding MARC records and library holding information to WISCAT; (4) quality control in WISCAT; (5) forms in which WISCAT should be produced and how it should provide access to information; (6) the format of WISCAT output; (7) agencies responsible for funding WISCAT; (8) how interlibrary loan should be automated; (9) the role of DLS in automating small libraries; (10) the role of DLS in funding and providing access to online database services; (11) the role of the public library system in planning and implementing automation at the area and local levels; (12) whether DLS should support remote access mechanisms for use with automated library systems; (13) whether DLS should support linking mechanisms between automated library systems; and (14) how DLS should cooperate with academic and special libraries in the area of library automation. Each issue paper includes the council's recommendations for that area, and cost analysis scenarios for issues 5 and 7 are appended. (CGD)

ED 292 480

IR 052 328

Long-Range Plan for Library Services in Wisconsin, 1987-1992.

Bulletin No. 8169.

Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.

PUB DATE- Nov 87

NOTE- 57p.; For LSCA information and guidelines, see IR 052 329.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Federal Aid; Government Role; *Library Services; *Long Range Planning; *Public Libraries; Shared Library Resources; State Agencies; *Statewide Planning

IDENTIFIERS- Library Development; *Library Services and Construction Act; *Wisconsin

This report addresses the status of library development in Wisconsin, the needs and problems of libraries, and possible ways

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires,
Evaluation Instruments (160)

DESCRIPTORS- *Community Benefits; Community Colleges; *Economic
Factors; Economics; *Educational Economics; Educational Finance;
*Expenditures; Questionnaires; *School Community Relationship;
State Surveys; Two Year Colleges

IDENTIFIERS- *Economic Impact; Economic Impact Studies; *New York

A study was conducted to estimate the economic impact of the State University of New York's (SUNY's) community colleges on their individual service areas, and, as a system, on the state as a whole. The methodological model used in the study examined three major expenditure components to estimate direct economic impact: college budgetary expenditures, employee expenditures, and student expenditures. These three streams of economic activity were calculated, and an economic multiplier was applied to estimate additional business volume resulting from the direct expenditures. The model also included an estimate of the additional jobs created by economic activity. An analysis of the 1986-87 data provided by each SUNY college resulted in the following findings regarding the statewide impact of the community colleges: (1) nearly \$700 million was added to the state's economy as a direct result of spending by the SUNY community colleges, their students, and their employees; (2) a business volume or economic impact of nearly \$1.5 billion was generated by these expenditures; (3) the ratio of total economic impact to total revenues from all sources was 2.5 to 1; (4) the ratio of statewide economic impact to state aid revenue was 7.6 to 1; and (5) nearly 42,000 jobs were attributable to the existence and expenditures of SUNY's community colleges. The survey instrument is included. (EJV)

ED 292 494

JC 880 122

Ethnic Minorities and Women in Faculty and Administrative Positions
in Community Colleges. Annual Report on Affirmative Action Report
88-1.

California Community Colleges, Sacramento. Office of the Chancellor.

PUB DATE- Feb 88

NOTE- 97p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Administrators; *Affirmative Action; *College Faculty;

IV outlines faculty characteristics, featuring data on part-time faculty, educational background, age, and salaries; section V offers data on institutional revenues and expenditures; section VI provides information on the number of associate degrees conferred and their economic worth. Finally, section VII looks at community services programs offered at two-year institutions. An 8-item bibliography is included. (EJV)

ED 292 508

JC 880 143

Colleague, 1988. An Annual Collection of Articles on Academic and Administrative Issues Facing Community Colleges of the State University of New York. Inaugural Issue.

State Univ. of New York, Albany.

PUB DATE- 88

NOTE- 69p.; Previously (1977-1985) published as "Insight" (1977-85).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Collected Works - Serials (022)

DESCRIPTORS- Administrator Attitudes; *College Administration; *College Instruction; College Programs; Community Colleges; Correctional Education; Faculty Development; Outreach Programs; Periodicals; Program Descriptions; Student Personnel Services; Teacher Attitudes; *Teaching Methods; Two Year Colleges

IDENTIFIERS- *New York

This collection of articles, written for and by State University of New York (SUNY) community college educators, includes the thoughts of a college president on teaching and the perceptions of a faculty member about student services, as well as a variety of articles on student services, teaching methods, community outreach, and inmate education. The following articles are included: (1) "Community Colleges: Second Best or Last Best Hope?" by Harold Cantor; (2) "The Business of Teaching," by Marvin J. Feldman; (3) "Pedagogy," by John H. Whiting; (4) "Inmate Education in the SUNY System," by Ruth M. Fossedal and Thomas J. Nelson; (5) "The Community College, a 'Higher Education,' and the Process of Initiation," by Richard Katims; (6) "Teaching the Humanities and the Technologies in the 21st Century: A Faculty Development Project," by Phyllis Bader-Borel; (7) "Technical Writing: It Is a Humanities Course," by Judy S. Karmiohl and Constance J. Ostrowski; (8) "The Gordon Howe Center," by Edwin H. Lundberg; (9) "Changing Enrollment Configurations and Management Opportunities," by Anthony W. Walsh;

PUB DATE- 23 Dec 87

NOTE- 10p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; *Classification; Community Colleges; *Evaluation Criteria; Failure; Grade Point Average; *Outcomes of Education; Stopouts; Student Characteristics; *Student Educational Objectives; *Success; Two Year Colleges; *Two Year College Students

Students enroll in community colleges for a variety of personal reasons, and many never intend to earn a degree. Measures of success, therefore, must take into account the diversity of students' objectives for enrollment and permit the college to distinguish between students who have achieved a satisfactory level of progress and those who have not. Five categories of student success/outcomes can be established: (1) successful students, including graduates and students who drop out with 30 or more credits and a grade point average (GPA) of 2.0 or greater; (2) probably successful students, including those who are enrolled full- or part-time or in remedial programs, those who withdraw with a GPA of 2.0 or greater, and those who drop out with less than 30 credits and a GPA of 2.0 or greater (3) unsuccessful students, including those who drop out with a GPA less than 2.0, those who drop out with no GPA, and those who are dropped by the college for poor scholarship or inadequate progress; (4) probably unsuccessful students, who withdraw with a GPA of less than 2.0; and (5) unclassifiable students, including those who stop out and those who withdraw with no GPA. The application of these categories to students who entered the Community College of Philadelphia in fall 1983 shows that, as of spring 1987, 15.0% were successful, 39.6% were probably successful, and 45.2% were unsuccessful. The categories were also applied to determine success rates by age, gender, race, area of study, and college-readiness at admission. (UCM)

ED 292 522

JC 880 160

Irwin, Bette; Hawk, Thomas

Annual Statistical Compendium, 1987: Community College of Philadelphia.

Philadelphia Community Coll., PA. Office of Institutional Research.

PUB DATE- Dec 87

Boatright, Joyce; Lestarjette, Steve

Houston-Area Community Colleges Reap Rewards of Cooperative Television Campaign. Presentation to the National Council of Community Relations National Conference.

Gulf Coast Consortium, TX.

PUB DATE- Mar 88

NOTE- 17p.; Presentation by the Gulf Coast Consortium to the National Conference of the National Council of Community Relations (Orlando, FL, March 8-11, 1988). Document printed on grey paper.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Advertising; Community Colleges; Consortia; Enrollment Influences; *Institutional Advancement; Marketing; *Mass Media; *Program Costs; Program Effectiveness; *Television Commercials; Two Year Colleges

In response to a statewide economic crisis resulting in a 9% funding cut for Texas community colleges, the presidents of nine Houston area community colleges formed a consortium to pool their resources and aggressively market the colleges. Since 1986, the Gulf Coast Consortium has mounted late-summer television and radio advertising campaigns to raise the image of the community colleges and hence public interest in individual institutions, and to increase awareness of community colleges as a viable alternative to higher-priced senior institutions. The advertising campaigns, which target the traditional student age group and women re-entering the workforce, are designed to dispel the negative perceptions held by area adults about the prestige, educational quality, and student caliber of the community colleges, while underscoring the benefits of a community college education. The consortium's first campaign resulted in a gain of more than 473,000 contact hours, for a minimal investment of \$150,000. A revised campaign the following year delivered another 3.5% increase in contact hours. Rather than utilize the services of an advertising agency as in previous years, the 1988 campaign is being researched, written, produced, and placed on the air by in-house professionals at a great reduction in cost. (UCH)

physical, intellectual, psychological, social, and personal development; (3) describe the societal and familial contexts of adolescent development and provide statistics describing the adolescent learner; (4) discuss in a developmental framework the educational and other needs of the early adolescent student; (5) provide a brief explanation of Part 100 of the Regulations of the New York State Commissioner of Education concerning requirements for grades seven and eight; (6) describe how school districts are implementing the requirements of Part 100; (7) provide a discrepancy analysis contrasting what is desirable and what actually occurs in programs for seventh and eighth grade students; and (8) present issues relative to Part 100. A list of references is provided for each chapter. Appended are regulations of the Commissioner concerning program requirements for students in grades seven and eight, a summary of the findings of the New York State School Boards Association (NYSSBA) 1986 survey on educational trends in the middle grades, a summary of the NYSSBA's recommendations, and a supplemental bibliography regarding research on middle grades students with handicapping conditions. (RH)

ED 292 550

PS 017 222

American Families in Tomorrow's Economy. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session (July 1, 1987).

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 88

NOTE- 279p.; Document contains some small print.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-070-0642-1, \$8.00).

LANGUAGE- English

EDRS Price - MF01/PC12 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Costs; Day Care; Early Childhood Education; *Economic Factors; *Employment Patterns; *Family Life; *Family Problems; Federal Government; *Futures (of Society); Government Role; Health Insurance; Hearings; Housing; Public Policy; *Socioeconomic Status

IDENTIFIERS- Congress 100th

The Select Committee on Children, Youth, and Families of the House of Representatives, 100th Congress, held a hearing to review financial pressures likely to confront American families in the

which allow children to write for themselves and choose their own topics. Concluding remarks focus on the place of writing in the kindergarten curriculum. (RH)

ED 292 564

PS 017 239

Scarselletta, Diana M.

Observations of Children's Social Play: The Basis for a System of Coding.

PUB DATE- 87

NOTE- 82p.; Master's Thesis, State University of New York.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042)

DESCRIPTORS- Classroom Observation Techniques; *Interpersonal Relationship; *Preschool Children; Preschool Education; Qualitative Research; *Research Methodology; *Research Problems; Videotape Recordings

IDENTIFIERS- *Coding; *Conversation

A study was conducted to create an instrument for systematically coding qualitative processes of children's cooperative and associative play. Data were gathered through observations of 16 preschool children ranging in age from 47 to 59 months and attending a day care center using the High/Scope Preschool Curriculum Model. A total of 20 hours of children's dialogues were recorded verbatim and a partial record of children's behavior was videotaped. Transcribed data were entered into a word processor in transcription format. Transcripts were cut into series of exchanges and affixed to index cards. Appropriate contextual notes were made on the cards. Exchanges on cards were then sorted according to similarities and recurring behaviors. The categories used in the coding system emerged from the sorting process. Guiding questions were used as references for establishing the parameters of each category. The 11 preliminary categories of social play which emerged from the sorting process were analytically reduced to 8. These categories included entering and establishing behaviors, ownership and object exchange, assistance seeking and providing, directing behaviors, declaring and extending behaviors, denying or offering friendship, comparison and display, and exiting and closing behaviors. Directions for further research are offered. (RH)

IDENTIFIERS- Congress 100th; *Parental Leave; Proposed Legislation
Provided are favorable reports on the Family and Medical Leave Act of 1988 (H.R. 925) that were submitted by the House of Representatives' Committee on Post Office and Civil Service, and Committee on Education and Labor. H.R. 925 entitles employees to family leave in certain cases involving a birth, adoption, or serious health condition; and temporary medical leave in certain cases involving a serious health condition. The bill includes adequate protection of the employees' employment and benefit rights, and establishes a commission to study ways of providing salary replacement for employees who take leave. The report of the Committee on Post Office and Civil Service includes the text of an amendment establishing a family and medical leave program specifically for federal employees. Supplementary material discusses the impact of the legislation on employing agencies, and employment and benefits protection. Included in the report are letters concerning oversight and administration views, and memoranda for directors of personnel and heads of departments and agencies. The report of the Committee on Education and Labor includes the text of an amendment; minority, supplemental, dissenting, and additional views. Discussion focuses on the background and need for legislation. Both reports contain sections on the bill's legislative history, estimated costs, a section analysis, and the impact of the bill on existing law. (RH)

ED 292 579

PS 017 264

Helmich, Edith

Prekindergarten Programs for 3 and 4 Year Old Children at Risk of Academic Failure; 1986-87 School Year. Second Interim Report. Illinois State Board of Education, Springfield, Dept. of Planning, Research and Evaluation.

PUB DATE- Mar 88

NOTE- 10p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Achievement; *Academic Failure; Background; Followup Studies; Grants; *High Risk Persons; Kindergarten Children; *Outcomes of Education; *Preschool Education; Program Evaluation; State Legislation; State Programs

IDENTIFIERS- *Illinois; *Program Characteristics

This document summarizes information on the second year of

perceptual is important, it is not sufficient to explain the lack of conservation among children 4 and 5 years of age. (RH)

RC

ED 292 593

RC 016 509

Wilk, Valerie A.

The Occupational Health of Migrant and Seasonal Farmworkers in the United States. Second Edition.

Farmworker Justice Fund, Inc., Washington, DC.

SPONS. AGENCY- Health Resources and Services Administration, Rockville, MD. Bureau of Health Care Delivery and Assistance.

REPORT NO.- ISBN-0-9616508-2-6

PUB DATE- 86

NOTE- 133p.; For the executive summary, see RC 016 510.

AVAILABLE FROM- National Rural Health Association, 301 East Armour Blvd., Suite 420, Kansas City, MO 64111 (\$15.00; \$12.00 for quantities).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Agricultural Laborers; Child Welfare; Demography; Disease Incidence; *Diseases; Epidemiology; Farm Labor; Health Conditions; *Health Needs; Labor Legislation; Migrant Health Services; *Migrant Problems; Migrants; *Occupational Diseases; Occupational Safety and Health; Pesticides; Physical Environment; Poisons; Public Health; Quality of Working Life; Research Needs; Rural Population; Sanitary Facilities; Seasonal Laborers; *Work Environment

Intended to provide a framework for a research agenda on migrant and seasonal farmworker health and to serve as a resource for all those concerned with farmworker health, this report examines farmworker health data gathered within the past 10-15 years. The document contains the following material: (1) an overview of the major occupational health problems reported by migrant health centers; (2) a summary of the literature on each agricultural health problem presented; (3) information on ongoing research

Secondary Education; Minority Groups; *Regional Characteristics;
*Rural Education; Rural Schools; *Rural Urban Differences; Small
Schools; *Student Characteristics

This study about rural school and student characteristics uses recent investigations to focus on the needs of rural schools and students. The first two sections of the report describe rural populations and communities, paying particular attention to changes since 1970 and to regional differences in growth rate, economic base, and racial/ethnic composition. Using national figures supplemented with regional or local data, Section III examines the "conventional wisdom" assumptions that the 50-year trend to consolidate schools is abating. Section IV focuses on the lag of the nonmetropolitan population as a whole, and all racial and ethnic groups in particular, behind the metropolitan population on measures of college attainment, high school attainment, and literacy rates during the 1970s. Section V reports how high school seniors answered questions about their classes, teachers, and schools in the 1981 "High School and Beyond" study. A final summary and conclusion section suggests a need for educators and policy makers to consider three elements of education as it occurs in the nation's rural schools: equity, curriculum, and planning around regional differences within a national context. (NEC)

SE

ED 292 607

SE 048 885

Shymansky, James A., Ed.; Kyle, William C., Jr., Ed.

A Summary of Research in Science Education--1986.

ERIC Clearinghouse for Science, Mathematics, and Environmental
Education, Columbus, Ohio.

SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.

PUB DATE- Dec 87

NOTE- 162p.; For 1985 summary, see ED 278 551.

CONTRACT- 400-86-0016

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

came from the students and led to different classroom strategies being adopted to improve learning; (7) the syllabus and assessment structure controlled the time spent on each topic; and (8) this learning environment promoted students' self-esteem. (TW)

ED 292 620

SE 048 962

Weiss, Iris R.

Report of the 1985-86 National Survey of Science and Mathematics Education.

Research Triangle Inst., Durham, NC. Center for Educational Studies.

SPONS. AGENCY- National Science Foundation, Washington, D.C.

REPORT NO.- RTI/2938/00-FR

PUB DATE- Nov 87

NOTE- 235p.; Tables and drawings may not reproduce well.

GRANT- SPE-8317070

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Information

Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Educational Assessment; Educational Research; Elementary School Mathematics; Elementary School Science; Elementary Secondary Education; Mathematics Education; Middle Schools; *National Surveys; Research Reports; Science Education; *Secondary School Mathematics; *Secondary School Science; *Teacher Background; *Teacher Characteristics; Teacher Shortage; *Textbooks

IDENTIFIERS- Mathematics Education Research; Science Education Research

This is the report of a national survey of approximately 1,000 teachers and administrators from a sample of 425 schools nationwide. The report includes a description of the sample design, instrument development, data collection, file preparation, analysis procedures, and survey forms. Topics covered in the report include science and mathematics courses; use of textbooks in science and mathematics classes; instructional objectives and activities; science and mathematics teachers; professional development; and factors which affect instruction in science and mathematics education. Among the findings were: (1) many science teachers lack adequate training; (2) half or more of the science and mathematics teachers felt unprepared to use computers as an instructional tool; (3) a large proportion of teachers have not taken a course for college credit in the last 10 years; (4) though many teachers attend conferences and meetings, the amount of time devoted to

Pallrand, George J.

Knowledge Representation in Novice Physics Problem Solvers.

PUB DATE- 88

NOTE- 34p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Science; *Computer Assisted Instruction; Computer Uses in Education; Graduate Students; Higher Education; Learning Strategies; Misconceptions; *Physics; Problem Sets; *Problem Solving; Science Education; Science Instruction; *Sequential Approach; *Teacher Education

This investigation focuses upon the question of: (1) how naive subjects organize and represent knowledge when solving problems; (2) how previous experience of a novice is used in solving a problem; (3) what kinds of information and knowledge are sought as well as overlooked by novices when solving problems; (4) what kinds of strategies novices employ when solving problems; and (5) what cognitive abilities can be associated with the more successful novice problem solver. The problems selected were based upon a phenomenon about which every individual has some general awareness and common understanding. The problem series presented a sequence of phases, each of which builds upon the previous one. The sequence required the subject to restructure the problem elements previously used in a new and extended environment. Problem sequences were presented to individual subjects via a clinical interview. Once the subject had presented his or her view of the problem phase, it was graphically simulated on the computer screen. The subject then compared his or her interpretations of events with that generated by the computer. This study involved 10 graduate students in a master's level program for elementary education. In general the subjects that made the greatest progress were those that were able to construct, adjust and redefine problem representations. (CW)

ED 292 635

SE 048 982

Small, Larry

Science Process Evaluation Model. Monograph.

PUB DATE- 88

Humrich, Eve

Sex Differences in the Second IEA Science Study--U.S. Results in an International Context.

PUB DATE- 88

NOTE- 16p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Achievement Tests; Advanced Students; Biology; Chemistry; *Elementary School Science; Elementary Secondary Education; Females; Foreign Countries; International Cooperation; *Manipulative Materials; Physics; Process Education; *Role Models; Science Education; *Secondary School Science; *Sex Differences

IDENTIFIERS- *Second International Science Study

This project consisted of an analysis of United States' data collected during the Second IEA Science Study (SISS). It focused on the differences in achievement scores between female and male participants at Grades 5, 9, 10, 11, and 12. A manipulative process test, as well as the written achievement test, was administered to students in grades 5 and 9. The major findings can be summarized as follows: (1) sex differences were found at every grade level and in every subject area in the written science achievement tests (this sex difference always favored males); (2) the fact that some female students have female science teachers did not appear to increase their level of achievement in all content areas (in some cases, having a female teacher had a negative relationship with science achievement for girls, while in biology, having a female teacher had a positive relationship for both girls and boys); (3) there appeared to be no sex difference in the results of the manipulative tests of process skills which were administered to both fifth and ninth-grade students. The discussion includes comparisons of the United States' findings with 17 other countries. The paper recommends the use of process oriented learning tasks for sex equity in science teaching. (CW)

ED 292 650

SE 049 000

Leith, Sylvia

Classroom-based Diagnosis and Assessment in Primary Science.

PUB DATE- 88

NOTE- 30p.

Alternative Mechanisms of Research Support: Inventory and Assessment.
Science Policy Study Background Report No 11. Report Transmitted to
the Task Force on Science Policy, Committee on Science and
Technology, U.S. House of Representatives, Ninety-Ninth Congress,
Second Session.

General Accounting Office, Washington, D.C.

PUB DATE- Dec 86

NOTE- 205p.; Contains some small type which may not reproduce well.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales
Office, U.S. Government Printing Office, Washington, DC 20402
(\$6.00).

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *College Science; *Financial Needs; Financial Support;
*Government Role; Higher Education; *Institutional Research;
Research and Development; Research Needs; Research Projects;
*Research Universities; Science Education; Scientific Research; Tax
Allocation

IDENTIFIERS- Congress 99th

This report consists of two parts. Part 1 provides an inventory of
past and present funding instruments in support of university
research. It lists types of grants used for research-related
purposes and gives information about their provisions and uses.
Part 2 provides an assessment conducted by the General Accounting
Office of the comparative values of several major categories of
funding mechanisms and their impact on research performance and
quality. Chapters in part 1 concern background information, direct
support of research, the research infrastructure, objectives, scope
and methodology, federal funding mechanisms in support of
university research, trends in federal support for university
research and funding mechanisms used by seven nonprofit foundations
and associations. Appendices in part 1 include: (1) "Data Elements
of Federal Funding Mechanisms"; (2) "Individual Project Support";
(3) "Program Support"; (4) "Center Support"; (5) "Special Training
Needs"; (6) "Major Equipment and Facilities"; (7) "Institutional
Support"; (8) "List of Awards by Mechanism and Agency"; (9)
"Definitions of Funding Categories"; and (10) comments by various
agencies. Chapters in part 2 include information on background, the
role of funding mechanisms in improving the quality of university
science and the role of funding mechanisms in the performance of
research. An appendix provides a summary of scientific responses to
selected questions. (CW)

Unrealized Promises: Ensuring the Educational Rights of Deaf/Hard of Hearing Youth.
Washington Governor's Committee on Disability Issues and Employment, Olympia.

PUB DATE- 86

NOTE- 48p.; Prepared by the Work Group on Education of Deaf/Hard of Hearing Youth.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Agency Cooperation; *Deafness; *Delivery Systems; Early Childhood Education; *Educational Assessment; Educational Diagnosis; Educational Improvement; Educational Policy; Educational Responsibility; Elementary Secondary Education; Handicap Identification; *Hearing Impairments; Inservice Education; Intervention; Mainstreaming; Student Placement; *Student Rights

IDENTIFIERS- Early Intervention; Washington

The report evaluates the impact of present education laws on deaf and hard-of-hearing children in Washington State and clarifies issues that require action. Recommendations are cited for improvements in placement decisions (in the context of least restrictive environment), support services, early intervention, and referral and assessment. Standard personnel competencies for professionals are suggested, and both preservice and inservice training are recommended for early childhood professionals who work with deaf or hard-of-hearing children in early intervention programs. Short-range recommendations focus on such disparate issues as the needs of multihandicapped deaf/hard-of-hearing students, parent education, rural services, standards for educational interpreting services, and designation of a uniform sign language system for public school classroom instruction. Recommendations to public schools suggest improvements in the qualifications of support services staff, interpreter services, evaluation of children's educational needs, and continuity in available services. Recommendations to the Washington State School for the Deaf are also cited. A final section addresses the need to establish and promote resource coordination and networking within and for the deaf and hard-of-hearing community. (JW)

ED 292 287

EC 202 070

Revelj, Elizabeth O.

Improving Learning Skills of Minimally Handicapped Preschoolers Using
Sensorimotor Integration Therapy.

PUB DATE- 87

NOTE- 160p.; Ed.D. Practicum II Report, Nova University. Some pages
of appendices will not reproduce.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Educational Objectives; *Handicap Identification;
Inservice Teacher Education; *Learning Disabilities; *Minimal Brain
Dysfunction; *Outcomes of Education; Parent Education; *Perceptual
Motor Learning; Preschool Education; Remedial Programs; *Sensory
Integration; Student Evaluation

IDENTIFIERS- *Early Intervention

An 18-week demonstration, remediation project was undertaken to improve educational effectiveness for 14 preschoolers with minimal cerebral dysfunction. A literature search indicated that these children can be appropriately educationally programmed for their sensorimotor problems and suggested that such early intervention can prevent later academic learning disabilities. Specific goals included: (1) providing an objective, easily administered assessment tool to preschool educators and therapists at special centers; (2) providing information and support regarding appropriate intervention methods and principles; (3) educating parents and staff about characteristics and problems associated with preacademic learning problems; (4) establishing an early intervention program for preschoolers with learning disabilities; and (5) assessing the effectiveness of the learning disabilities prevention program. Sensorimotor integration theory and methods were used for assessment and remediation. Of the 14 participating children, 12 demonstrated improved performance on the posttest and 6 increased their level of competence to within normal ranges as tested by the Miller Assessment for Preschoolers. Of the 15 participating educators and therapists, 14 demonstrated increased knowledge of preacademic learning disabilities on a posttest. The staff at both target preschools participated fully in the implementation and are continuing the evaluation and remediation program as established by the practicum. (Author/VW)

PUB DATE- 87

NOTE- 101p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; Computer Oriented Programs;
Dialogs (Language); *English; *Finnish; *Intercultural
Communication; *Interpersonal Communication; North Americans;
Paralinguistics; Suprasegmentals; Time

IDENTIFIERS- *Finnish People; Hesitation (Speech); Telephone
Conversation; Turn Taking

A study investigated time factors in two-person telephone conversations, in which visual clues were absent. The lengths and occurrences of vocalizations, pauses, turns, switching pauses, and simultaneous speech were measured with the aid of a computer program. The timing patterns of three conversation types were compared: two Finns speaking in Finnish; two Americans speaking in English; and a Finn and an American speaking in English. Clear differences were found between the two kinds of same-culture conversation: Finns allowed more numerous and longer switching pauses and thereby tolerated more silence, whereas Americans vocalized more and used shorter switching pauses. The differences diminished in the intercultural conversation, with adaptation more obvious for the Finns than the Americans. Simultaneous speech was very common in the two-culture conversations, with Finns speaking during the Americans' turns. This is interpreted as a possible symptom of a malfunctioning turn-taking mechanism and also a possible result of increased use of mistimed back-channel. It was also concluded that the computer analysis method can be useful in examining conversation timing. (MSE)

ED 292 304

FL 017 221

Short, Deborah J.; Johnson, Dora E.

Eastern European Refugee Survey. Final Report.

Center for Applied Linguistics, Washington, DC. Refugee Service
Center.

SPONS. AGENCY- Department of State, Washington, DC. Bureau of Refugee
Programs.

PUB DATE- Mar 88

NOTE- 152p.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

Lakoff, George

Linguistics as a Cognitive Science and Its Role in an Undergraduate Curriculum. Linguistics in the Undergraduate Curriculum, Appendix 4-F.

Linguistic Society of America, Washington, D.C.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE- Dec 87

NOTE- 13p.; In: Langendoen, D. Terence, Ed., Linguistics in the Undergraduate Curriculum: Final Report; see FL 017 227.

GRANT- EH-20558-85

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Anthropology; Cognitive Processes; *College Curriculum; College Faculty; Correlation; Higher Education; *Inquiry; Intellectual Disciplines; Interdisciplinary Approach; *Linguistics; Literary Criticism; Philosophy; Psychology; Student Attitudes; *Teacher Qualifications; Undergraduate Study

IDENTIFIERS- *Cognitive Sciences

In most colleges and universities, linguistics is taught very little, while disciplines intellectually dependent on results in linguistics are taught almost universally. An understanding of the central issues in philosophy, psychology, anthropology, literature, and artificial intelligence requires an understanding of linguistics, but most institutions have no significant offerings in linguistics, and certainly not sufficient offerings to provide students with what they need to know if they are to make sense of today's great intellectual issues. Institutions that do have a wide variety of linguistics offerings are able to give significant advantages to students in a wide variety of disciplines. Experience shows that students respond enthusiastically to learning about the contributions linguistics can make to intellectual issues in their major disciplines. Linguistics faculty should be familiar with both generative and cognitive-functional approaches, and be able to interpret the significance of linguistics for a general intellectual audience. (MSE)

ED 292 321

FL 017 238

Ojala, John J.

ED 292 335

FL 017 252

Myer, Bettye J.; Ganschow, Leonore

Profiles of Frustration: Second Language Learners with Specific Learning Disabilities.

PUB DATE- 88

NOTE- 23p.; In: Lalande, John F. II, Ed., Shaping the Future of Language Education: FLES, Articulation, and Proficiency. Report of Central States Conference on the Teaching of Foreign Language; see FL 017 249.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; Aptitude Tests; Case Studies; Cognitive Processes; College Students; *Educational Diagnosis; *Graduation Requirements; Higher Education; *Language Aptitude; Language Rhythm; *Learning Disabilities; Learning Strategies; Secondary Education; Second Language Instruction; *Second Language Learning; *Student Characteristics; Student Needs

Two years of language study is a requirement in most colleges and universities for many degree programs and, at the high school level, an expectation for college-bound students. However, some very capable students with specific learning disabilities (SLD) have difficulty learning a second language. Recent research has identified characteristics of students with language-based learning disabilities and of students who are successful language learners. It has also identified some of the problems the former group of students may encounter in the second-language classroom. The characteristics of the disabilities are diverse and do not fit a single profile, but some typical patterns have emerged. Colleges and universities have begun to develop formalized procedures to provide these students with needed services and course alternatives. Students can be taught adaptive cognitive strategies to apply to foreign language learning, in effect teaching the students how to learn language-related skills. This, along with the provision of academic options for SLD students having difficulty with language requirements, is a logical direction for foreign language education to take. (MSE)

include getting acquainted, eating, getting to know the geographic area, shopping, recreation, and earning a living. Lists of grammatical structures are appended. (MSE)

ED 292 350

FL 017 267

Buckley, Eugene

Second-Position Clitics in Alsea.

PUB DATE- Dec 87

NOTE- 13p.; Paper presented at the Annual Meeting of the Linguistic Society of America (San Francisco, CA, December 27-30, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *American Indian Languages; *Descriptive Linguistics; *Form Classes (Languages); *Grammar; Language Research; Morphemes; *Morphology (Languages); Structural Analysis (Linguistics); Uncommonly Taught Languages

IDENTIFIERS- *Alsea; *Clitics; Oregon

There is a set of morphemes in Alsea, an extinct Indian language of the Oregon coast, that are encliticized on the first word of the clause, similar to the second-position clitics in many languages. However, in some sentences these morphemes appear to be infixes rather than cliticized. True infixes are a rare phenomenon, and infixation of a morpheme that normally functions as a clitic is doubly suspect. There is significant evidence for an interpretation of apparent endoclitics (infixes) in Alsea as sequences of clitics, if not synchronically, at least historically. The infixation appears to be a feature of the morpheme that is split and not of the infix. There is a limited set of single morphemes that due to the circumstances of their historical development, are sometimes split into two discontinuous parts. The second-position clitics are only incidentally involved in creating the discontinuity. (MSE)

ED 292 351

FL 017 268

ED 292 365

HE 021 212

Highsmith, Martha C.

Degrees Conferred by Connecticut Colleges and Universities.

Connecticut State Board of Higher Education, Hartford.

REPORT NO.- BG-R-1-88

PUB DATE- Feb 88

NOTE- 20p.; Some of the tables may be marginally legible due to small print.

AVAILABLE FROM- Connecticut State Dept. of Higher Education, Board of Governors for Higher Education, 61 Woodland St., Hartford, CN 06105.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)

DESCRIPTORS- Agricultural Education; Allied Health Occupations Education; American Indians; Asian Americans; Associate Degrees; Bachelors Degrees; Black Students; Business Administration Education; *Degrees (Academic); Doctoral Degrees; Education Majors; Engineering Education; *Enrollment Trends; Females; Fine Arts; Foreign Students; Higher Education; Hispanic Americans; Intellectual Disciplines; Legal Education (Professions); Liberal Arts; *Majors (Students); Marketing; Masters Degrees; Psychology; Sciences; Social Sciences; Theater Arts; Theological Education

IDENTIFIERS- *Connecticut

The numbers of degrees conferred in Connecticut in 1986-87 are reported and discussed by level of degree and discipline. Data on trends and information for use in policymaking are also provided. Highlights include: (1) in 1986-87, 26,663 degrees were awarded by Connecticut's colleges and universities, a decline of 2.8% from the previous year at the undergraduate level; (2) the greatest concentration of degrees was in business-related fields; (3) education degrees maintained their overall rank, but decreased by 10.8% at the bachelor's level over 1985-86 and increased at the master's level; (4) degrees in the health sciences decreased by 11.9% at the bachelor's level and increased only slightly at the master's level; (5) completion rates at independent colleges were higher than at public colleges; (6) minority students earned 7.2% of the total number of degrees awarded at all levels; (7) non-resident aliens and Asians earned proportionately more degrees than other racial and ethnic groups; and (8) women continued to earn the majority of total awards but continued to be under-represented at the doctoral and first-professional levels.

for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Historical Materials (060) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Christianity; Church Related Colleges; College Curriculum; *Comparative Education; *Educational History; Educational Philosophy; Educational Practices; Financial Support; Foreign Countries; *Higher Education; *Islamic Culture; School Organization

IDENTIFIERS- *ASHE Annual Meeting; Europe; *Islamic Countries

Formal structures of higher education that evolved in Islamic culture are discussed, along with parallels to the rise of universities in Medieval Europe. Both Islamic communities and Western Christianity founded colleges through endowments. The structural form of higher education in Islamic education in Islamic regions developed from the efforts of the schools to educate students in a particular world view. A dedication and loyalty of students to one professor and his approach to the subject matter distinguished the Islamic college from its Latin counterpart. In Medieval Europe, the college supported several professors and a number of students bound together largely by a mutually shared dedication to a religious rule. In the Latin West, colleges drew support not from a single patron, but from a great number of benefactors. Islam offered no means of incorporation that would allow a group to ban together as a legal identity so that it could replenish funds or add to the original endowment. Islamic higher learning institutions have continued to emphasize religious sciences, mainly jurisprudence, and exclude the advanced knowledge in the sciences and social sciences. Twenty references are cited. (SW)

ED 292 379

HE 021 243

Skaggs, W. Jack

Work Values of Faculty Members in Selected Small Liberal Arts Colleges: A Comparative Study. ASHE Annual Meeting Paper.

PUB DATE- Nov 87

NOTE- 39p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).

LANGUAGE- English

ED 292 393

HE 021 257

Neumann, Anna

Strategic Leadership: The Changing Orientations of College Presidents. ASHE Annual Meeting Paper.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Nov 87

NOTE- 21p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Attitudes; *College Administration; *College Presidents; Community Colleges; *Decision Making; Higher Education; *Leadership Responsibility; Private Colleges; *Problem Solving; Research Universities; School Surveys; State Colleges

IDENTIFIERS- *ASHE Annual Meeting

Strategies employed by college presidents in a national sample of 32 institutions were investigated in 1986-1987. The schools included eight each of major research universities, state colleges and universities, private colleges, and community colleges. Sixteen new (in office 1-3 years) and 16 experienced presidents (in office for 5 or more years) were interviewed. The interview considered presidents' responses to several questions about their initial and current actions in office. Strategy models were classified as linear, adaptive, and/or interpretive. Analysis included: strategies by institutional type, form of control, and historical time of the president's entrance into office; the initial strategy versus current strategies of experienced presidents; and differences in the content of strategy (i.e., different models/types of strategy) and its complexity. The direction of presidential change was assessed in terms of the following patterns: simple retention, extinction, acquisition, diversification/elaboration, and naivete. It is concluded that in the mid- and late 1980s presidents seem to progress toward interpretive modes of thinking and acting. Thirty-five references are cited. (SW)

Institutional effectiveness was defined as the possession of characteristics of excellence, including: student educational satisfaction, student academic development, student career development, student personal development, faculty and administrator employment satisfaction, professional development and quality of the faculty, systems openness and community interaction, ability to acquire resources, and organizational health. Institutional ineffectiveness was defined as the creation of harm or the possession of weakness or faults. The study sample consisted of 23 four-year institutions which had previously been studied and assigned effectiveness scores. Indicators of ineffectiveness were derived from interview with 32 administrators and faculty. Findings suggested the independence of the construct of organizational ineffectiveness from that of organizational effectiveness. An inter- and intra-institutional comparative framework was developed that highlighted the independence of the two constructs. The framework also challenged the normal assumptions by indicating the presence in some institutions of both high effectiveness and high ineffectiveness. Five references are included. (SW)

ED 292 407

HE 021 273

Kerr, Stephen T.

National Science Policy and Universities in the Soviet Union. ASHE Annual Meeting Paper.

PUB DATE- 24 Nov 87

NOTE- 28p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cooperative Programs; Economic Climate; *Economic Development; Educational Change; Foreign Countries; *Government School Relationship; *Higher Education; *Public Policy; School Attitudes; School Organization; *Scientific Research

IDENTIFIERS- *ASHE Annual Meeting; *USSR

A major effort to restructure the higher education system in the USSR is discussed. The reform is intended to link higher education more directly to the economy through joint research projects, work experiences for students and faculty, and industrial participation in refitting universities with technologically advanced equipment.

scholarships, and military and private sources of aid); and (4) financial planning (reasons for planning; how to develop your personal financial plan; and the future of financial aid). A glossary of loan-related terms, a 20-item bibliography and an index are provided. The following are also appended: instructions regarding the Student Aid Report and the filing of applications and other forms; a state-by-state list of Guaranteed Student Loan Program sources; and student loan department payment table instructions and worksheet. (KM)

ED 292 421

HE 021 306

Dentistry and Dental Hygiene Handbook. 1988 Edition.
New York State Education Dept., Albany. Office of the Professions.
PUB DATE- Jan 88

NOTE- 85p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Legal/Legislative/Regulatory Materials
(090)

DESCRIPTORS- *Certification; College Programs; *Dental Hygienists;
*Dental Schools; Dentistry; *Dentists; Higher Education;
Professional Training; *Standards; *State Legislation; State
Licensing Boards

IDENTIFIERS- *New York

The laws, rules and regulations of the New York State Education Department governing dentistry and dental hygiene practice in the state are presented. In addition, the requirements and procedures for obtaining licensure and first registration as a dentist and dental hygienist in New York are discussed. The following chapters are provided: (1) professional regulations in New York State; (2) licensure requirements and application instructions; (3) licensure forms (copies of the forms are provided); (4) education law (article 130, general provisions; and article 133, dentistry and dental hygiene); (5) commissioner's regulations (part 59, general provisions; and part 61, dentistry and dental hygiene); (6) rules of the Board of Regents (part 17, disciplinary proceedings in the professions; part 24, committee on the professions; part 28, determination of good moral character; and part 29, unprofessional conduct--for all professions, health professions, and dentistry and dental hygiene); and (7) listing of accredited professional programs for dentistry and dental hygiene in the United States and

discussion of the nature of nontraditional programming. Nontraditional education focuses on the needs and goals of the individual learner, with learning not necessarily taking place in a formal setting. Though nontraditional programs are relatively new in higher education, their foundations are deep within America's history. Nontraditional programs are divided into six categories/models: administrative-facilitation model, modes of learning model, examination model, validation model, credits model, and complex-systems model. Details of each category/model are provided. A list of 18 references is included. (SM)

ED 292 435

HE 021 320

The Council on Postsecondary Accreditation: 1986 Self-Study. Background, Findings and Recommendations, and Resulting Bylaw Changes.

Council on Postsecondary Accreditation, Washington, D.C.

PUB DATE- Aug 87

NOTE- 165p.

AVAILABLE FROM- Council on Postsecondary Accreditation, One Dupont Circle, N.W., Suite 305, Washington, DC 20036.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)

Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Academic Standards; Accreditation (Institutions); *Accrediting Agencies; *Advisory Committees; Governance; *National Organizations; Nonprofit Organizations; Policy Formation; *Postsecondary Education; Program Evaluation; *Self Evaluation (Groups)

IDENTIFIERS- Bylaws; *Council on Postsecondary Accreditation; Institutional History

The report of the Council on Postsecondary Accreditation (COPA) self-study advisory panel is presented in three parts. Following a historical review of the formation of COPA, part 1 looks at the first 5 years (1975-1980), and explains 1982-1986 activities as they related to priorities adopted in 1982. Information is offered on: COPA objectives and work responsibilities; governance and finance (governance narrative, historical development, and current budgets); policy development; committee on recognition; the COPA assemblies; professional development; publications; funded projects; research activities; relations with the Federal government; and relations with the states. A key to acronyms used

Cognitive Style and the Educational Sciences developed by Dr. Joseph Hill and others. The measurement and interpretation of 36 aspects of cognitive style are discussed, as well as the use of cognitive style mapping (the graphic interpretation of cognitive style inventory responses) in describing the instructional environment of different types of instructional approaches. The use of cognitive mapping in matching the students' and instructor's cognitive styles to that of the instructional method is also described. A model developed under the auspices of the National Special Media Institutes (NSMI) is also discussed, with emphasis on its use for individualizing and personalizing instruction using cognitive style as the center of the organization. The text is supplemented with 3 figures, and a 13-item bibliography is provided. (Author/EW)

ED 292 450

IR 013 202

Durzo, Joseph J.

The Organization and Implementation of Instructional Development Programs in Higher Education: A Review of Literature. Chapter 7.
PUB DATE- 78

NOTE- 31p.; In: Instructional Development: The State of the Art. Volume I, 1978; See IR 013 196. For chapter 5, see ED 144 587.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- College Administration; *College Faculty; *College Instruction; *Faculty Development; Higher Education; *Instructional Development; *Instructional Innovation; Literature Reviews; Systems Approach

This literature review discusses the nature of instructional development (ID) and the ID movement, and examines the factors affecting the success of ID in higher education, focusing in particular on the organization and implementation of ID programs. The role of ID agencies is discussed and the various characteristics of such agencies are considered in terms of advantages and disadvantages to the agencies. The types of projects that such agencies might best undertake are discussed in the context of both the long-term success of the agency and such factors as administrative location, staffing, size of project, and product versus people development. Methods for project generation and selection by ID agencies are also presented. Finally, the implementation of broad-based ID paradigms in higher education by

representations of the user's knowledge, including simple sequences and mental models (surrogates, metaphor models, glass box models, and network representations of the system); (3) how the users' knowledge affects the performance of both novices and experts; and (4) the application of what is known of the user's knowledge to practical problems in designing interfaces and in training users. A listing of 11 recommendations for further research concludes the report, and 90 references are given. (EW)

ED 292 466

IR 013 219

Comstock, George; Paik, Hae-Jung

Television and Children: A Review of Recent Research.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

REPORT NO.- ISBN-0-937597-12-0

PUB DATE- 87

NOTE- 71p.

CONTRACT- 400-85-0001

AVAILABLE FROM- Information Resources Publications, 030 Huntington Hall, Syracuse University, Syracuse, NY 13244-2340 (IR-71; \$6.50 plus \$1.50 shipping and handling).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Academic Achievement; Adolescents; *Behavior Patterns; *Children; Elementary Secondary Education; Opinions; Television Commercials; *Television Research; *Television Viewing; Time Management; *Violence

This review of recent empirical research on the effects of television on children and teenagers begins by examining the results of two surveys which were conducted to determine the opinions of experts in the field. A brief statement of the findings indicates that experts generally agree that television harms formal scholastic achievement while providing general knowledge; that it has contributed to misperceptions about sex roles, ethnic groups, and politics; that it has increased aggressive behavior; and that it has increased the degree to which children behave as consumers. Empirical evidence is then examined to determine whether or not

of meeting these needs over the next 5 years. These long-range plans developed by the staff of the Division for Library Services (DLS) reflect reports submitted to DLS, surveys, consultations with librarians and trustees, and various statewide planning efforts and studies involving librarians from around the state. The primary focus of the plan is on statewide and state-level library activities, DLS statutory requirements and services, and the Library Services and Construction Act (LCSA) priorities. Intended to provide a broad framework for DLS and statewide planning activities, as well as a framework for local library planning efforts, the long-range plan is presented in three sections: (1) characteristics of Wisconsin affecting library services, including population, economic indicators, and trends in education; (2) a statement of the organization and mission of the Division for Library Services; and (3) goals for library service in Wisconsin in the areas of resource sharing, legal access, improving services, special needs, state institutions, and physical facilities. A list of selected LSCA policies and procedures is also provided, as well as a list of 116 LSCA projects approved for July 1, 1987-June 30, 1988. These projects are listed by category and the information provided includes the project number, the applicant, the project title, the amount of funding, and the project administrator. (CGD)

ED 292 481

IR 052 329

LSCA Information and Guidelines for Wisconsin, 1988-89. Bulletin No. 8160.

Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.

PUB DATE- Nov 87

NOTE- 40p.; For the current LSCA plan report, see IR 052 328.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Advisory Committees; *Federal Aid; Financial Support; *Government Role; *Grants; Guidelines; *Library Planning; *Public Libraries; State Programs

IDENTIFIERS- *Library Services and Construction Act; *Wisconsin
Produced by the Wisconsin Department of Public Instruction's
Division for Library Services (DLS) for use by applicants for
Library Services and Construction Act (LSCA) grants, this guide

Community Colleges; Educational Legislation; *Employment Practices;
*Females; *Minority Groups; Personnel Policy; Sex Fairness; State
Legislation; State Surveys; Two Year Colleges
IDENTIFIERS- *California

An examination is provided of past and possible affirmative action efforts to improve the representation of ethnic minorities and women in faculty and administrative positions in the California community colleges. A brief introduction states that despite legislative changes and efforts made by the colleges and the Board of Governors, minorities and women are no better represented in these positions in 1987 than in 1970. Following this, the first of three main sections places the issue of affirmative action within the context of population changes in California, high attrition rates among Mexican-Americans and Blacks, and legislative mandates concerning recruitment and affirmative action. This section also traces the extent to which the Chancellor's Office and the Board of Governors have provided leadership in this area, and reviews the development of affirmative action regulations. After summarizing the current representation of women and minorities in the faculty, by discipline, and in administrative positions, the second section attempts to determine which policies and practices are likely to result in increased representation of these groups. Recommendations of a special affirmative action ad hoc committee are also considered. The final section summarizes opportunities for expanding the representation of women and minorities and identifies the current constraints and/or attitudes that hinder colleges from exploiting these opportunities. This section also suggests ways in which the Chancellor's Office and the colleges can reduce impediments to affirmative action and achieve more positive results. Attached appendixes contain transcripts of relevant legislation, data summaries showing California community college hiring rates, and recommendations by the Ad Hoc Affirmative Action Committee. (UCH)

ED 292 495

JC 880 123

Savage, Daniel D., Ed.

Community, Technical, and Junior College Statistical Yearbook.

1987/88 Edition;

American Association of Community and Junior Colleges, Washington,
D.C.

REPORT NO.- ISBN-0-87117-172-4

PUB DATE- 87

(10) "The Artist Learns Computer Graphics," by Mary P. Kelly; (11) "The Whys, Hows, and Results of Providing Community College Students Free Legal Advice," by Barrie Alan Peterson; and (12) a review of Brian Gallagher's "Microcomputers and Word Processing Programs: An Evaluation and Critique," by William V. Costanzo. (EJV)

ED 292 509

JC 880 144

Wellman, Jane V.

Developments in Community College Finance. A Staff Report to the California Postsecondary Education Commission.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Dec 87

NOTE- 21p.; Report presented to the Administration and Liaison Committee of the California Postsecondary Education Commission, December 14, 1987.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Administrative Problems; *College Administration; Community Colleges; *Educational Finance; Educational History; *Financial Problems; Financial Support; Governance; Policy Formation; *Program Budgeting; Resource Allocation; *State Aid; *Statewide Planning; Two Year Colleges

IDENTIFIERS- *California

A review is provided of the major fiscal, historic, and management issues influencing the debate about community college finance and governance in California. The report begins with a brief discussion of the major points of difference between the funding mechanisms for the community colleges and for the state's two public university systems. These differences include the community colleges' place in the budget process, their lack of statewide faculty salary scales, their block budget allocations, their lack of state expenditure controls, their Board of Governor's lack of budgetary flexibility, and their governance structure. An overview of the different systems of finance under which the California community colleges have operated since 1975 is followed by a summary of the major defects of the current funding system (e.g., enrollment-driven budgets, lack of enrollment planning or management, limited local decision making, lack of state accountability and control, emphasis on legislative liaison, and disagreement over state priorities). After summarizing the key elements of current proposals to fund the colleges on a program

NOTE- 109p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Achievement; Community Colleges; *Educational

Finance; *Educational Trends; *Enrollment Trends; *Institutional

Characteristics; Longitudinal Studies; School Personnel;

Statistical Data; *Student Characteristics; Teacher

Characteristics; Two Year Colleges; *Two Year College Students

Designed to provide a backdrop for institutional planning and management decisions, this data book highlights key institutional trends and operating characteristics of the Community College of Philadelphia (CCP). Section I offers an overview of the evolution of the college during its 20-year history, illustrating the changing profile of CCP students, the changing size of the staff, the dramatic growth of enrollments, and the concurrent expansion in institutional budgets. Section II examines enrollment patterns from 1976-77 to 1986-87, including data on program enrollments, on- and off-campus student headcount, full- and part-time attendance, evening and weekend enrollments, Division of Community Services headcount, and remedial enrollments. Section III offers data on CCP's revenues and expenditures, including information on state aid, instructional costs per credit hour, program costs, tuition income, faculty salaries, class size, and faculty productivity. After section IV looks at faculty and staff numbers and characteristics, section V presents a longitudinal perspective on student goals, gender, racial/ethnic background, and age. Finally, section VI examines student academic performance in terms of credits earned, grade point average, and withdrawal and graduation rates. (UCM)

ED 292 523

JC 880 162

Grosset, Jane

Transferability of CCP Credits to Temple University. Institutional Research In-Brief #43 and Profile of Temple Transfer Students.

Institutional Research In-Brief.

Philadelphia Community Coll., PA. Office of Institutional Research.

PUB DATE- 2 Feb 88

NOTE- 24p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

PS

ED 292 536

PS 017 045

Child Care Issues Study. Washington State. A Joint Report of the
Higher Education Personnel Board and State Personnel Board.

Washington State Higher Education Coordinating Board, Olympia.

PUB DATE- Oct 86

NOTE- 75p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Day Care; Early Childhood Education; *Government
Employees; *Program Improvement; *State Government; State
Legislation; State Surveys

IDENTIFIERS- *Washington

In its 1986 regular session, the 49th Legislature of the State of Washington enacted legislation related to the day care needs of State employees. This report was submitted to satisfy the legislation's requirement that the Higher Education and State Personnel Boards study their governing statutes and administrative rules, coordinate their efforts, and submit to the Legislature a joint report containing the results of their work. Contents provide: (1) the text of Engrossed House Bill No. 1656, codified as RCW 41.04.385 RCW; (2) background information; (3) a summary of findings and recommendations; (4) concerns expressed by employees and representatives of labor organizations and findings of a survey of 32 State agencies concerning provisions, practices, and proposals; and (5) conclusions from the input and findings with recommendations for improved practices. (RH)

ED 292 537

PS 017 047

Jervis, Kathe, Ed.

Schools for Children: Multiple Perspectives on Meeting the Needs of
the Elementary School Child. An Account of the Annual Conference
(1st, New York, NY, January 24, 1986).

future. Experts' testimony first focused on: (1) recent trends in the economic status of children; (2) the issue of whether the growth of the service sector of the economy contributes to the decline of the status of the middle class; and (3) changes in job policies that have resulted in declines in income and the middle class, increases in poverty, and the basic inability of families to meet financial needs. Discussion identified the need for specific information on why people work part-time, how many would work full-time if possible, and how day care affects the ability to work full-time or part-time. (Such information is provided in the text in reprints of articles and survey data.) Subsequent testimony reported trends in the demand for and supply of child care, cost of child care between 1975 and 1985, college costs and ability to pay for college, and health insurance coverage among children and families with children. Testimony also reported on historical changes in housing policy and what can be done to help families who are inadequately housed. Concluding testimony concerned the role of the federal government in addressing family problems. (RH)

ED 292 551

PS 017 223

Alternative Reproductive Technologies: Implications for Children and Families. Hearing before the Select Committee on Children, Youth, and Families. House of Representatives, One Hundredth Congress, First Session (May 21, 1987).

Congress of the U.S., Washington, DC. House Select Committee on Children, Youth, and Families.

PUB DATE- 87

NOTE- 240p.; Document contains some small print.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (Stock No. 052-070-06404-8, \$6.50).

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Abortions; Civil Rights; Contraception; Costs; Federal Government; Federal Legislation; Government Role; Hearings; Public Policy; *Reproduction (Biology); State Legislation; *Technological Advancement; Values

IDENTIFIERS- Congress 100th; Infertility

A hearing was held for the purpose of receiving testimony about alternative reproductive technologies and their implications for children, families, and society. Testimony provided: (1) a comparison of in vitro fertilization and gamete intrafallopian

Harmon, Geraldine

Facilitating Communicative Competence in Young Children: Techniques for Parents & Teachers.

PUB DATE- 88

NOTE- 151p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- *Communication Skills; *Competence; *Elementary School Students; Grade 1; *Inservice Teacher Education; Kindergarten; *Kindergarten Children; *Parent Education; Primary Education; Workshops

A practicum was implemented by a licensed speech-language pathologist working in a clinical and instructional program in a predominantly black, inner-city community in northeastern Indiana. The practicum was designed to improve the communicative competence of young children in a kindergarten-first grade setting. It was implemented because screening data, increased referrals for speech-language services, and direct observation of classroom procedure and technology indicated that a problem existed. Eight parent training workshops, four teacher training workshops, and one building level in-service session were conducted. Each workshop for parents addressed a communication topic, parental concerns, and communication facilitation techniques. Workshop sessions were supplemented with home training packets compiled to encourage parent follow-through. Each workshop for teachers highlighted one observation and diagnostic tool used to gather information on communication skills of young students. Teachers developed strategies for intervention. A teacher training booklet was compiled. Issues addressed in the in-service session included the effect of communicative competence on academic performance, the setting for a climate of change, promotional criteria, and intervention strategies. Evaluation findings indicated that teachers and parents demonstrated increased understanding of communication development and techniques to aid communicative competence in young children. Related materials are appended. (RH)

operation of 93 projects participating in the State of Illinois prekindergarten educational grant program for children at-risk due to environmental deficits. Contents provide: (1) background information on the legislation establishing the program, program evaluation schedules, and a two-year program summary; (2) introductory material describing data collection efforts made during the 1986-87 school year; (3) a discussion of program characteristics; and (4) follow-up information on prekindergarten participants who enrolled in kindergarten during 1986-87. (RH)

ED 292 580

PS 017 265

Shade, Barbara J.; Peterson, Sybil
Effective Teaching Is Not Just a Dream.

PUB DATE- 86

NOTE- 10p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Academic Achievement; Curriculum Development;

*Disadvantaged Environment; *Educational Improvement; Elementary Education; *Elementary School Students; Magnet Schools; *Parent Participation; *Reading Achievement

IDENTIFIERS- New York (Buffalo); Program Characteristics

Parent participation in the education of their disadvantaged children at Buffalo (New York) Public School 37 resulted in the development of an effective reading program. Desired competencies were delineated; carefully paced and sequenced teaching plans were prepared; and criterion referenced tests were used to measure the levels of mastery of each student. Between the 1975-76 and 1977-78 school years the number of kindergarten through grade 6 students reading at grade level increased by 53 percent. At the end of the 1979-80 school year--the second year in which the program was completely operational--more than 60 percent of the students read at or above their prescribed grade level. In the fall of 1980, the school was converted to a magnet school, and School 37 became known as Futures Academy. In 1983, 82 percent of third-grade students and 85 percent of sixth-grade students were reading at or above state reference points. In addition to mastery learning, particular components which made the program work included the quality of the teaching staff, close and positive parent-school relationships, and an effective learning-oriented student management system which relieved teachers of record-keeping and parent report

projects on farmworker occupational health; (4) recommendations for research priorities on farmworker health; (5) information on occupational safety and health laws covering agricultural workers; and (6) a resource guide on farmworker occupational safety and health, including training materials. One-third of the report is devoted to specific occupational health problems including communicable diseases, urinary tract infections/kidney problems, heat stress, pesticide-related illness, dermatitis, eye problems, accidents, noninfectious respiratory diseases, cancer, hazards for children in the fields, and hazards for pregnant women and/or the newborn. (JHZ)

ED 292 594

RC 016 510

The Occupational Health of Migrant and Seasonal Farmworkers in the United States. Report Summary. Second Edition.

National Rural Health Care Association, Kansas City, MO.

SPONS. AGENCY- Health Resources and Services Administration, Rockville, MD. Bureau of Health Care Delivery and Assistance.

PUB DATE- Nov 86

NOTE- 17p.; For the full report, see RC 016 509. Photographs may not reproduce clearly.

AVAILABLE FROM- National Rural Health Care Association, 301 E. Armour Blvd., Suite 420, Kansas City, MO 64111 (free).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Agricultural Laborers; Child Welfare; *Disease Incidence; Diseases; Epidemiology; *Health Conditions; Health Needs; Migrant Health Services; *Migrant Problems; Migrants; *Occupational Diseases; Occupational Safety and Health; Pesticides; Physical Environment; Poisons; Public Health; Quality of Working Life; Rural Population; Sanitary Facilities; Seasonal Laborers; *Work Environment

The estimated three million United States migrant and seasonal farmworkers and their families suffer from a variety of occupational hazards and ailments exacerbated by limited, or nonexistent, health care services. Although existing migrant and seasonal farmworker health data is incomplete, general statements can be made about the health risks faced by this population. The migrant population suffers health problems related to poor sanitation and overcrowded living conditions at rates much higher than the nonmigrant population. Provision, maintenance, and use of

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC
Information Analysis Products (071) Reports - Research/Technical
(143) Reference Materials - Bibliographies (131)
DESCRIPTORS- College Science; *Curriculum; Educational Research;
Elementary School Science; Elementary Secondary Education; Higher
Education; *Learning; *Literature Reviews; *Research and
Development; Science Education; *Science Instruction; Secondary
School Science; Teacher Attitudes; *Teachers
IDENTIFIERS- *Science Education Research

This volume represents a compilation and organization of more than 400 research efforts reported in 1986. Its objective was to organize the research in such a way that studies or related topics are easy to access by practitioners or researchers. It is organized around four major sections that reflect the process of teaching, learning, and schooling including: (1) "Teaching and the Teacher" (studies of teacher attitudes, perceptions, practices, repertoires and performance); (2) "Learning and the Learner" (the nature of learning and characteristics of the learner); (3) "Curriculum and Instruction" (the nature of curricula, instructional variables, and characteristics of exemplary science programs); and (4) "Instrument Development and Analysis" (efforts to develop and/or validate instruments to measure the process of teaching, learning and schooling). Each major section begins with an overview of the research summarized and a context for review, and ends with a reference list appropriate to that section. No effort to conduct an in-depth analysis of each research area was made. A discussion of the significance of the studies and implication for practice and future research is included in each major section. Three imperatives that were noted were the need for research to have a greater impact upon classroom procedures, greater teacher interaction, and teacher collaboration on research teams. (CW)

ED 292 608

SE 048 890

Disinger, John F., Comp.

Trends and Issues in Environmental Education: EE in School Curricula.
Reports of a Symposium and a Survey. Environmental Education
Information Reports.

ERIC Clearinghouse for Science, Mathematics, and Environmental
Education, Columbus, Ohio.; North American Association for
Environmental Education, Troy, OH.

SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.

inservice education was typically less than 6 hours per year; and (5) the percentage of classes using hands-on activities has dropped since 1977. The report also stressed that the majority of science and mathematics teachers are somewhat isolated from facilities and resources needed to effectively teach their classes. (CW)

ED 292 621

SE 048 963

Flavin, Christopher; Durning, Alan B.
Building on Success: The Age of Energy Efficiency. Worldwatch Paper 82.

Worldwatch Inst., Washington, D.C.

REPORT NO.- ISBN-0-916468-83-6

PUB DATE- Mar 88

NOTE- 78p.

AVAILABLE FROM- Worldwatch Institute, 1776 Massachusetts Avenue, N.W., Washington, DC 20036 (\$4.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Reports - Research/Technical (143)

DESCRIPTORS- *Alternative Energy Sources; Conservation (Environment); Depleted Resources; *Ecological Factors; Economic Factors; *Energy Conservation; *Energy Management; *Environmental Education; *Fuel Consumption; Natural Resources; Scientific and Technical Information

The post-World War II era is commonly described as the age of oil. Petroleum has fueled the industrialization process and has helped to raise living standards around the globe. At the same time, the current era has been referred to as the age of efficiency. Since 1973, it is estimated that the world saved far more energy through improved efficiency than it has gained from all new energy sources. This document deals with some of the possibilities for energy efficiency, particularly as it relates to environmental quality. It includes sections which deal with: (1) energy-wise buildings; (2) transportation challenges; (3) new potentials for industry; (4) research; (5) prices, taxes, and standards; (6) institutionalizing efficiency; and (7) the limits to energy growth. (TW)

NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Attitude Measures; Elementary Education; *Elementary School Science; Evaluation; Models; *Process Education; Science Education; *Science Tests; Scientific Attitudes; Skill Development *Student Attitudes; Test Format; *Testing Programs; Test Items; Test Use

IDENTIFIERS- *Science Process Skills

The goal of this monograph is to explain the evaluation program designed by Schaumburg Community Consolidated District 54, Schaumburg, Illinois. It discusses the process used in the development of the model, the product, the implication for classroom teachers and the effects of using an evaluation to assess science process skills. The process skills used are defined and related to sample questions in the Schaumburg testing model. Appendices include sample questions from paper-and-pencil fourth and sixth grade content/process instruments, sample questions from paper-and-pencil attitude tests used in fourth, fifth, and sixth grades, and a sample fifth grade hands-on evaluation test. The stages of the change process in the school system is highlighted. The paper concludes that student attainment of process skills tends to be nebulous and unrelated to academics. (CW)

ED 292 636

SE 048 983

Zeitoun, Hassan Hussein

The Relationship between Abstract Concept Achievement and Prior Knowledge, Formal Reasoning Ability, and Sex among Some Egyptian Secondary School Students.

PUB DATE- 88

NOTE- 36p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Assessment; Elementary Education;
*Elementary School Science; *Evaluation Methods; Foreign Countries
*Recordkeeping; Science Education; Science Instruction; *Science
Teachers; *Teacher Motivation
IDENTIFIERS- Science Education Research

The primary aim of this research project was to assist elementary classroom teachers in developing and using appropriate techniques for assessing and recording their students' achievement in science (taught as a core subject or as part of an environmental studies topic). The project was designed with the intention of providing a supportive structure in which teachers felt free to explore and develop their own personal methods of assessment and record keeping. The second aim of the project was to provide instructional materials to serve as a basis for advisors, consultants, or course leaders to assist teachers in improving their assessment skills in science. Sixteen teachers in eight schools in the Fife Region of Manitoba (Canada) participated in the project, which ran from February to July of 1987. In addition to detailing the project's overall methodology, the report supplies four case studies and describes five issues in assessment identified in the course of the experiment. The results of the project indicated that with support and guidance teachers will develop and use their own individual assessment techniques in elementary science. Thirty-two references are included, and each of the teachers' techniques for assessment is briefly summarized in an appendix. (TW)

ED 292 651

SE 049 001

Chiappetta, Eugene L., Ed.
Ideas and Activities for Physical Science.
Houston Univ., Tex. Coll. of Education.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 87
NOTE- 404p.; Some drawings may not reproduce well.
GRANT- DPE-8470550
AVAILABLE FROM- Dr. Eugene L. Chiappetta, Dept. of Curriculum &
Instruction, College of Education, University of Houston, 4800
Calhoun, Houston, TX 77004 (\$15.00 plus \$1.50 shipping and
handling).
LANGUAGE- English

Layton, David, Ed.

Innovations in Science and Technology Education. Vol. I.
United Nations Educational, Scientific, and Cultural Organization,
Paris (France).

REPORT NO.- ISBN-92-3-102374-8

PUB DATE- 86

NOTE- 188p.

AVAILABLE FROM- UNIPUB, 4611-F Assembly Drive, Lanham, MD 20706-4391
(\$12.00, plus \$2.50 shipping and handling; stock number U1560).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055) Guides/Methods/Techniques (For
Practitioners) - Classroom Use - Teaching Guides (For Teacher)
(052)

DESCRIPTORS- Biological Sciences; Elementary School Mathematics;
Elementary School Science; Elementary Secondary Education;
*International Educational Exchange; *International Programs;
Mathematics Education; Physical Sciences; *Science and Society;
Science Education; *Secondary School Mathematics; *Secondary School
Science; Teaching Methods; *Technology

IDENTIFIERS- *UNESCO

This publication covers the teaching of the various scientific disciplines, integrated and interdisciplinary science teaching, and education in technology, nutrition and health throughout the world. It emphasizes aspects of science and technology education, such as social relevance, teaching in relation to the local environment and links with industry and agriculture. It also includes the applications of the results of experimental projects and research. Articles include: "Innovators' dilemmas: recontextualizing science and technology education" (David Layton); "Recent developments in primary and lower secondary school science" (Wynne Harlen); "The teaching of mathematics in primary and secondary schools" (David Wheeler); "Community development through biology teaching" (Michael Atchia); "Biotechnology and its educational implications in school biology" (A. N. Rao); "The teaching of chemistry in different parts of the world" (Daniele Cros); "Difficulties in concept formation" (Andree Tiberghien); "Towards a practical physics: experiments that can be done at home and in other out-of-school situations" (Luis Carlos de Menezes); "Applications of calculators and computers in science and mathematics education" (Richard F. Shumway); "Science, technology and society: educational implications" (Albert V. Baez); "Science, technology and society courses: problems of

ED 292 274

EC 202 057

Gallagher, James J.

Excellence and Equity--A World-Wide Conflict.

PUB DATE- Jun 84

NOTE- 21p.; Paper presented at the International Conference: Education for the Gifted, "Ingenium 2000" (Stellenbosch, Republic of South Africa, June 26-29, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Delivery Systems; *Educational Philosophy; Educational Policy; Elementary Secondary Education; *Elitism; *Equal Education Foreign Countries; *Gifted; *Grouping (Instructional Purposes); Student Placement; Values

Educational policymakers in many countries have been and continue to be faced with the difficulty of reconciling the principle of equal educational opportunity for all students with the provision of differential programming for gifted students, which is often perceived as elitist. This dilemma mirrors the sociopolitical conflict between emphasis on production versus emphasis on the equitable distribution of society's resources. Historically, educational provisions for gifted students in countries such as the Peoples Republic of China, the Soviet Union, Great Britain, Australia, and the United States, as well as the Western European countries, have vacillated between pullout programming designed to nurture superior competence, and periodic bursts of equity during which heterogeneous grouping was preferred. A synthesis of these two views may begin with an understanding of the sociopolitical base for educational decision making regarding gifted students, and subsequent analysis of those decisions to see to what degree they meet the current needs of society. (JW)

ED 292 275

EC 202 058

Sisk, Dorothy

Leadership: A Social Paradigm for the Gifted.

PUB DATE- Jun 84

NOTE- 14p.; Paper presented at the International Conference: Education for the Gifted, "Ingenium 2000" (Stellenbosch, Republic

ED 292 288

EC 202 071

California Special Education Programs: A Composite of Laws. Education Code--Part 30 and Other Related Laws. Revised To Cover Laws Enacted during 1986. Ninth Edition.

California State Dept. of Education, Sacramento. Div. of Special Education.

REPORT NO.- ISBN-0-8011-0277-4

PUB DATE- 87

NOTE- 185p.

AVAILABLE FROM- California State Department of Education, Publications Sales, P.O. Box 271, Sacramento, CA 95802-0271.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reference Materials - General (130)

DESCRIPTORS- *Disabilities; *Educational Legislation; Elementary Secondary Education; *Special Education; *State Legislation

IDENTIFIERS- *California Education Code

The ninth edition of the composite of California laws relating to special education covers statutes chaptered through 1986. It contains the text of Part 30 of the California Education Code as well as selected provisions of the Health and Safety Code, Government Code, Welfare and Institutions Code, and other parts of the Education Code having a direct impact on special education and related services for individuals with exceptional needs. The text is accompanied by summary statements of legislative intent. Part 30 of the Education Code was rewritten in 1980 primarily by Senate Bill 1870 which repealed all former special education categorical programs and Master Plan for Special Education program Education Code sections that were in effect on January 1, 1980. It also restructured and added code sections implementing the Master Plan for Special Education statewide. Since the passage of Senate Bill 1870, 45 legislative measures have modified California's special education statutes, six of which were chaptered during 1986. Brief summaries are provided for the 1986 measures; annual lists of earlier measures contain bill numbers and effective dates. (VW)

ED 292 289

EC 202 072

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Acculturation; Educational Needs; *Employment Patterns; English (Second Language); *Ethnic Groups; *Land Settlement; National Surveys; *Refugees; Second Language Instruction

IDENTIFIERS- Europe (East); *Polish People; *Rumanians

A survey of Polish and Romanian refugees, service providers who help with their resettlement, and refugee employers collected information about the refugees' resettlement experiences in order to update and refine cultural orientation (CO) training. The results show that these refugees have adjusted successfully to their new lives, have found employment, and have overcome the obstacles inherent in resettlement. The adjustment has been facilitated by CO training in several areas. In general, the employers praised their Eastern European employees highly, and the voluntary agencies agreed that despite conflicts between the refugees' expectations and the agencies' goals, their clients were able to adjust fairly well within 6-12 months. All groups viewed the CO training favorably, and requested that the curriculum topics be augmented with more practical information and English language instruction and that the course time be lengthened. The report gives an overview of the study, outlines one-way variable results, presents comparison results, and includes the questionnaire forms used for the three survey groups. (MSE)

ED 292 305

FL 017 222

Reveron, Wilhelmina W.

Bilingualism: A Comprehensive Bibliography.

PUB DATE- 88

NOTE- 15p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Bilingual Education; *Bilingualism; *Communication Disorders; Evaluation Methods; Information Sources; Language Acquisition; *Language Tests; *Linguistic Theory; *Second Language Learning; Speech Improvement

A bibliography on bilingualism contains over 100 citations of articles, papers, monographs, and books in seven categories: theory, general issues, second language acquisition, communication disorders, assessment, treatment, and issues in education. (MSE)

Linguistics as an Experimental Discipline. Linguistics in the Undergraduate Curriculum, Appendix 4-G.

Linguistic Society of America, Washington, D.C.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE- Dec 87

NOTE- 38p.; In: Langendoen, D. Terence, Ed., Linguistics in the Undergraduate Curriculum: Final Report; see FL 017 227.

GRANT- EH-20558-85

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Reference Materials - Bibliographies (131)

DESCRIPTORS- Bibliographies; *College Curriculum; *Experiments; Higher Education; Intellectual Disciplines; Interdisciplinary Approach; *Linguistics; Morphology (Languages); Phonetics; Phonology; *Scientific Methodology; Undergraduate Study

Linguistics is on the verge of becoming an experimental discipline an undergraduate major tailored to reflect this can attract a wider range of students, relate linguistics subject matter to the real world in a more exciting way, challenge students to address more deeply the problems of philosophy and philosophy of science than in some other disciplines, and provide conceptual knowledge and practical skills for better employment potential. A range of experimental techniques have been used successfully in linguistics, and could be used by undergraduates with only a modest investment in equipment. These include experiments in phonetics, phonology, morphology, syntax and semantics, and interdisciplinary sub-areas of linguistics. Suggested print resources for each of these areas are appended. (MSE)

ED 292 322

FL 017 239

Henry, Frank

Linguistics, Cognitive Science and Liberal Education. Linguistics in the Undergraduate Curriculum, Appendix 4-H.

Linguistic Society of America, Washington, D.C.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE- Dec 87

NOTE- 22p.; In: Langendoen, D. Terence, Ed., Linguistics in the Undergraduate Curriculum: Final Report; see FL 017 227.

GRANT- EH-20558-85

ED 292 336

FL 017 253

Apodaca, Mary E.; And Others

Improving Foreign Language Teaching through Innovative Recruiting and Training.

PUB DATE- 88

NOTE- 10p.; In: Lalande, John F. II, Ed., Shaping the Future of Language Education: FLES, Articulation, and Proficiency. Report of Central States Conference on the Teaching of Foreign Language; see FL 017 249.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Innovation; *French; Institutional Cooperation; Language Skills; *Language Teachers; Second Language Instruction; *Spanish; State Departments of Education; Statewide Planning; *Teacher Education; *Teacher Improvement; *Teacher Recruitment; Teacher Supply and Demand

IDENTIFIERS- *Colorado

In 1983, Colorado began a project to augment its pool of qualified French and Spanish teachers, enhance the foreign language programs of participating schools, improve the skills of French and Spanish teachers already teaching, meet the need of isolated rural districts, and develop alternative and accelerated teacher certification. A task force was formed to recruit teacher trainees among targeted groups of individuals and in districts willing to sponsor an internship placement. Seven French-language and 12 Spanish-language participants from three school districts were selected. The participating schools derived benefits including the design of a foreign language program improvement/enhancement plan, an additional resource person provided at low cost, opportunity for staff and students to work with an intern with a unique background, on-the-job training for potential teachers, opportunities for faculty workshops and in-service credit, and recognition for their contribution. Three divisions of the University of Northern Colorado cooperated to develop individualized academic programs for the participants, with the assistance of the Colorado Department of Education. Fourteen of the participants will become newly certified teachers, and five will return to their teaching positions with additional credentials and improved skills. (MSE)

Prescott, Barbara L.

Argument Structure, Speech Acts, and Roles in Child-Adult Dispute Episodes.

PUB DATE- Dec 87

NOTE- 35p.; Paper presented at the Annual Meeting of the Linguistic Society of America (San Francisco, CA, December 27-30, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adults; Child Language; *Conflict Resolution; Discourse Analysis; Interaction; *Language Acquisition; Models; Parent Child Relationship; *Persuasive Discourse; Pragmatics; *Speech Acts; Young Children

A study identified discourse patterns in potential disputes, deflected disputes, incomplete, and completed disputes from a one-hour conversation involving two 3-year-old female children and one female adult. These varied dispute episodes were identified, coded, and analyzed using a pragmatic model of adult argumentation focusing on the structures, speech acts, and participant roles involved in argumentative discourse. Results indicate that (1) children learn the appropriate speech acts of argumentation at an early age; (2) children learn the underlying discourse rules and roles of argumentation early, and are able to apply them in defense of viewpoint; (3) children display only simple argument structure in their disputes but can appropriately participate in complex and compound arguments; and (4) the adult role as mediator or rational judge plays a major role in child-peer and child-adult disputes. An expansion of this pragmatic model of argumentation for application to child language must account for the pivotal adult mediator/judge role in dispute episodes. The importance of incorporating analyses of the interaction of child and adult registers into a general theory of argumentation discourse is also considered. (ASE)

ED 292 352

FL 017 269

Jelinek, Eloise

On Resolving a Paradox in the Analysis of Navajo Syntax.

PUB DATE- Dec 87

NOTE- 8p.; Paper presented at the Annual Meeting of the Linguistic Society of America (San Francisco, CA, December 27-30, 1987).

LANGUAGE- English

Eight tables and three figures illustrate the discussion of the results, grouped under the following headings: degrees conferred by institution, trends in the disciplines, degrees awarded to women, and degrees awarded to minorities. Policy implications are also discussed. Tabular data are appended for trends for selected disciplines and levels by institution (1982-83 to 1986-87), total degrees awarded by discipline (men and women, 1986-87), and by race and ethnicity. (KM)

ED 292 366

HE 021 213

Hangberg, Elaine G.

Encouraging Research and Scholarship in Masters Only Institutions.

PUB DATE- 4 Dec 87

NOTE- 18p.; Paper presented at the Annual Meeting of the Council of Graduate Schools (Washington, DC, December 4, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)

DESCRIPTORS- Administrator Responsibility; Faculty Workload;
*Graduate School Faculty; Graduate Study; Higher Education; Masters Degrees; *Masters Programs; *Professional Development; *Research Projects; *Research Proposals; Teacher Employment Benefits; Teacher Participation; Universities

IDENTIFIERS- *Masters Only Institutions; Sponsored Research

The need for encouraging research and scholarship in masters-only institutions (also called comprehensive universities) is discussed from the standpoint of gains to be made in the educational experiences of students at these institutions and the importance of these universities as employers of faculty with research training. A survey was sent to 99 members of the Council of Graduate Schools from masters-only institutions, of which 44 were completed and returned. Data are presented and discussed concerning teaching loads, types of support for research and scholarship, types of assistance from offices dealing with sponsored projects or research, and proposals generated and accepted. Faculty involvement was found to be fairly high and acceptance rates good. A number of ways in which masters-only institutions can further encourage faculty research and scholarship are discussed, including: (1) institutional commitment, including consideration of such factors in retention, promotion and tenure decisions; (2) changes in teaching loads; (3) faculty release time; (4) administrative

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Church Related Colleges; *College Faculty; Comparative Analysis; Higher Education; Job Satisfaction; National Surveys; *Private Colleges; *Small Colleges; *Teacher Attitudes; Values; *Work Attitudes

IDENTIFIERS- *ASHE Annual Meeting

Work values of faculty members in small liberal arts colleges that belonged to the Council of Independent Colleges were investigated. Questionnaires were sent to 719 faculty members and 353 usable responses were received: 215 from church-related colleges and 138 from independent colleges. Super's Work Values Inventory was used to measure 15 work values, including creativity, management, achievement, surroundings, supervisory relations, independence, and economic return. Data were also gathered on faculty demographic variables. Data were analyzed with the Statistical Analysis System. Teaching disciplines were grouped as hard-soft, life-nonlife, and pure-applied according to Biglan's Model. Mutually exclusive categories were also used to provide eight disciplinary categories. Significant differences were found between the work value mean scores of faculty when they were categorized according to type of institution, teaching discipline, age, years at the institution, and sex. Findings include: a work value that permits one to live the kind of life desired and to be the type of person desired received the highest mean score, followed by altruism and independence; and the work values of management and esthetics received the lowest mean scores. Thirty-four references are cited. (SW)

ED 292 380

HE 021 244

Anderson, Kristine L.

Persistence, Student Background, and Integration/Commitment:

Variation by Definition of Persistence and Institutional Type. ASHE Annual Meeting Paper.

PUB DATE- Nov 87

NOTE- 35p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

ED 292 394

HE 021 258

Neumann, Anna

Defining "Good Faculty Leadership;" Interpretations of Professors and Presidents. ASHE Annual Meeting Paper.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Nov 87

NOTE- 28p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Attitudes; *College Faculty; College Governing Councils; *College Presidents; Higher Education; *Leadership Responsibility; *Role Perception; Teacher Administrator Relationship; *Teacher Attitudes; Teacher Responsibility

IDENTIFIERS- *ASHE Annual Meeting

The views of 31 college presidents and 29 faculty officers concerning good faculty leadership were studied with a national sample of respondents during 1986-1987. The analysis was part of interviews with persons holding formal leadership positions in a sample of 32 institutions, 8 each of major research/doctoral institutions, state colleges and universities, private colleges, and community colleges. The faculty officer was usually the head of the faculty senate or faculty union. Attention was directed to differences in responses by presidents and faculty leaders, as well as differences by type of institution. Presidents and faculty officers who focused on the campus as a whole seemed to agree with each other, but they differed dramatically when they considered the professional substance of faculty leadership. The research suggests that faculty leaders fill ill-defined roles. Since the views of faculty leaders about good faculty leadership may greatly differ from those of their presidents, administrators and faculty leaders will also differ in what they expect a faculty leader to do, and not to do. The possible outcomes of inconsistent expectations are addressed. (SW)

It is also designed to improve the quality and quantity of scientific research that universities do, to tighten admissions requirements and to improve the ways students are introduced to research, and to centralize the administrative structure of the postsecondary education system. Some of the foundations of the reform are considered, including demographic changes, shifts in technology and in popular attitudes about education, and the need to enhance economic output. Attention is also directed to public discussion of the reform proposal. While newspapers and journals articles during the period between the draft and final decree generally supported the planned changes, difficulties in bringing the reform into action were noted. The long-term fate of the reform is linked to other changes now underway in Soviet society. Efforts to rethink the relationship between higher education and scientific research in the USSR and the United States are compared. Thirty-nine references are provided. (Author/SW)

ED 292 408

HE 021 274

Birnbaum, Robert

The Implicit Leadership Theories of College and University Presidents. ASHE Annual Meeting Paper.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Nov 87

NOTE- 28p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Administrator Attitudes; Administrator Responsibility; *College Presidents; Higher Education; *Leadership Responsibility; *Organizational Theories; *Role Perception

IDENTIFIERS- *ASHE Annual Meeting

Theories implicit in college presidents' definitions of leadership are examined, since understanding presidents' leadership models may affect how they interpret their roles and the events they encounter. The source of the theory that is analyzed is the organizational leadership literature. Research traditions in organizational leadership are grouped into five major categories: trait theories, power and influence theories, behavioral theories,

Canada. (KM)

ED 292 422

HE 021 307

College and University Racial/Ethnic Distribution of Enrollment, New York State, Fall 1986.

New York State Education Dept., Albany. Information Center on Education.

PUB DATE- 87

NOTE- 23p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Alaska Natives; American Indians; Asian Americans; Blacks; Black Students; *College Students; *Enrollment; Enrollment Trends; *Ethnic Groups; Foreign Students; Graduate Students; Higher Education; Hispanic Americans; Pacific Americans; Private Colleges; Professional Education; Proprietary Schools; Racial Composition; *Racial Distribution; Sex Differences; State Colleges; Undergraduate Students; White Students

IDENTIFIERS- *New York

Data summaries are provided concerning the racial and ethnic distribution of enrollment in New York colleges and universities, drawn from a 1986-87 Higher Education Data System Survey form. Data are presented in 9 tables that provide total enrollment and percentage enrollment figures for undergraduate, first-professional, and graduate male and female students in the following racial/ethnic groups: nonresident alien, Black non-Hispanic, American Indian or Alaskan native, Asian or Pacific Islander, Hispanic, and White non-Hispanic. Data are provided for State University of New York (SUNY) institutions, City University of New York institutions, independent institutions, proprietary institutions, selected subject areas for SUNY institutions of 4 years or more, selected subject areas for independent institutions of 4 years or more, first-professional enrollment in selected subject areas, and percent distribution trends of enrollment by racial/ethnic category, level of student and year. (KM)

in background materials is provided. Membership lists are included for the self-study advisory panel, the board of directors, ex-officio, the committee on recognition, and COPA staff. In part 2, COPA self-study advisory panel findings and recommendations are listed that were submitted to the COPA board in October 1986 regarding organizational objectives, priorities, governance, and financing. Particular focus is on the role of accreditation in achieving educational quality. Part 2 includes the changes to the panel and an overview of the study, written and oral testimony, and suggested changes in articles of incorporation and bylaws. A glossary of acronyms is included. Part 3 contains the COPA articles of incorporation, amendments to those articles, and bylaws. (SM)

ED 292 436

HE 021 321

Crosson, Frederick

The Philosophy of Accreditation.

North Central Association of Colleges and Schools, Chicago, IL.

Commission on Institutions of Higher Education.

SPONS. AGENCY- Council on Postsecondary Accreditation, Washington, D.C.

PUB DATE- Apr 88

NOTE- 16p.; Journal article slightly edited for the Conference on "The Role of Accreditation in Institutional and Program Improvement" presented by the Council on Postsecondary Accreditation (April 13, 1988).

AVAILABLE FROM- Council on Postsecondary Accreditation, One Dupont Circle, N.W., Suite 305, Washington, DC 20036 (\$4.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Academic Standards; *Accreditation (Institutions); Evaluation Criteria; *Evaluation Methods; Evaluation Problems; Evaluation Utilization; Higher Education; Institutional Evaluation; Philosophy; Program Improvement; Quality Control

IDENTIFIERS- *Accreditation Standards

The philosophy of accreditation is discussed in a paper commissioned by the North Central Association of Colleges and Schools for a project on "Rethinking Accreditation." After defining accreditation and distinguishing it from assessment, evaluation and "meta-evaluation" are discussed, including the nature of accreditation in general, the importance of goals as norms of

such agencies is discussed, including consideration of such factors as institutional reward structures, administrative commitment, administrative location, instructional development procedures, team approach, faculty development, evaluation, and maximizing impact. The text is supplemented by five tables, and a 46-item bibliography is provided. (Author/EW)

ED 292 451

IR 013 203

Bratton, Barry

Instructional Improvement Centers in Higher Education. Chapter 8.

PUB DATE- 78

NOTE- 12p.; In: Instructional Development: The State of the Art.

Volume I, 1978; See IR 013 196. For chapter 5, see ED 144 587.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *College Faculty; *College Instruction; *Faculty Development; Higher Education; *Inservice Teacher Education; *Instructional Development; Questionnaires; School Surveys

IDENTIFIERS- *Instructional Improvement Centers

This chapter contains a description of the research strategy and subsequent results of a study that was conducted to gather information about Instructional Improvement Centers (IIC) in higher education. An IIC is an organization that is charged with facilitating the improvement of those competencies of faculty members that will lead to an improvement of teaching and learning. Data collected via a literature review and questionnaires covered four areas: (1) staff and organization; (2) professional activities; (3) financial support; and (4) philosophy and future direction. The data are analyzed and discussed under the four headings, and conclusions concerning appropriate actions in each of the four areas are given. A five-item bibliography is provided, as well as a list of the institutions that provided data for the survey. (Author/EW)

ED 292 452

IR 013 204

this evidence supports what the experts say. Seven areas are considered: (1) time use (the time children spend watching television); (2) the viewing experience; (3) knowledge, beliefs, and perceptions (defined as a wide range of cognitions that television may influence among children and teenagers); (4) viewing's impact on violence and sex roles; (5) scholastic achievement; (6) advertising; and (7) behavior (the physical actions and sequences of physical action that arguably could be said to be influenced by television). It is noted that there is a large, if varied, body of empirical evidence now available on this topic which variously supports, qualifies, calls into question, or has little to say about the opinions of the experts. On the whole, it is concluded that, although the research to date is highly informative in many respects, it is only moderately informative about the accuracy of the experts. (There are 249 references.) (EW)

ED 292 467

IR 013 220

Maier, Thomas G.

Television-Centered, Instructional Delivery Systems: Costs and Case Studies. A Review of Research.

PUB DATE- 1 Jun 82

NOTE- 20p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; Cable Television; Case Studies; Communications Satellites; *Continuing Education; *Costs; *Distance Education; *Educational Television; Higher Education; Models; *Television Research; Videodisks; Videotape Recordings

IDENTIFIERS- Instructional Television Fixed System

This paper reviews the post-1975 research on the capacities, logistics, and costs of the various delivery technologies used in educational television, and details case studies of television-centered operations, particularly in relationship to adult learners. The paper begins with a section on general definitions and the capacities of various delivery technologies. The next section describes cost methods and model systems, and includes a discussion of the general cost of telecourse program production. A review of case studies of individual technologies is then presented, followed by a separate discussion of those studies that use a mix of television delivery systems. A final section

describes the funding categories and priorities, requirements and criteria by which grants are rated, and the grant review and award process. Recommendations of both the LSCA Advisory Committee and the DLS staff are reflected in these guidelines, as well as changes in federal funding levels and state priorities as indicated in the companion volume, "Long-Range Plan for Library Services in Wisconsin 1987-1992." This manual provides a summary of the procedures for applying for an LSCA grant; a legislative chronology of LSCA; an outline of the six titles of LSCA and the purpose(s) of each title; a description of LSCA grant program eligibility; a summary of the projected LSCA budget for 1988-89; a description of the LSCA Advisory Committee membership requirements, functions, and responsibilities; a listing of members of the LSCA Advisory Committee; a list of DLS staffmembers who can assist with grant ideas and applications procedures; the LSCA Title I and Title III schedules for 1988-89; the LSCA Title II schedule for 1988-89; and descriptions of grant categories for 1988-89, the grant process and procedures, and policy on conflict of interest. The appendix contains forms that are used for LSCA programs. (CGD)

ED 292 482

IR 052 330

Dahlgren, Anders C.

Public Library Space Needs: A Planning Outline. Bulletin No. 8210.
Wisconsin State Dept. of Public Instruction, Madison. Div. of Library Services.

PUB DATE- 88

NOTE- 28p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)

DESCRIPTORS- *Design Requirements; *Facility Expansion; *Facility Improvement; Human Factors Engineering; Interior Space; *Library Facilities; Needs Assessment; *Public Libraries; *Space Utilization; Work Environment; Worksheets

This nine-step outline is designed for use by librarians and library trustees in obtaining a general estimate of their library's space needs and for initiating a more comprehensive, detailed facilities planning process. Identifiable spatial requirements to be assessed include space for collections, user seating, staff work, meetings, special use, and nonassignable space. These space needs are based on what must be housed in a library in order to

NOTE- 78p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Administrators; *College Faculty; Community Colleges; Degrees (Academic); Educational Certificates; *Enrollment; *Enrollment Trends; Full Time Faculty; Full Time Students; Minority Groups; National Surveys; Noncredit Courses; Part Time Faculty; Part Time Students; School Statistics; Technical Institutes; Tuition; *Two Year Colleges; *Two Year College Students

This yearbook offers 1986 data on 1,224 community, junior, and technical colleges in the United States. First, introductory material highlights the 2.9% increase in two-year college enrollments between fall 1985 and fall 1986, the increasing enrollment of minority students, and the colleges' total operating budget of an estimated \$13.9 billion. A list of the board and staff members of the American Association of Community and Junior Colleges is followed by a historical overview of community college enrollments; an analysis of fall 1986 enrollment by full-/part-time status, sex, and type of institutional control; data on college costs, including average tuition charges in fall 1985 and 1986; information on degrees and certificates awarded; and operating budget averages by income sources. Next, the following information is presented in tabular form for each of the 1,224 colleges, grouped alphabetically first by state and then by territory or country outside the United States: name; location; zip code; chief executive officer; type of institutional control; full-time, part-time, and total enrollment in October 1986 and October 1985; minority enrollment; noncredit enrollment; total degrees awarded; total certificates awarded; number of full-time, part-time, and total faculty; number of professional staff members; number of administrative staff members; and annual tuition charges. Supplementary tables look at enrollments between 1966 and 1986; total and percentage enrollment by sex and race in fall 1985 and 1986; enrollment by type of institutional control; total degrees and certificates awarded; staffing; student costs; average tuition; total annual operating budgets; and enrollment by state. (EJV)

ED 292 496

JC 880 124

Miles, Sue L.

The Vocational-Liberal Arts Controversy: Looking Backwards.
Waubesaee Community Coll., Sugar Grove, Ill.

budget basis, the report concludes with a re-iteration of the California Postsecondary Education Commission's policy on college finance. The executive summary of the recent report on community college finance by the Task Force on Assembly Bill 3409 is appended. (UCH)

ED 292 510

JC 880 145

Legislative Priorities of the Commission, 1988. Commission Report 88-2.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Feb 88

NOTE- 10p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Allied Health Occupations Education; *Community Colleges; *Educational Legislation; Educational Research; Fees; Governance; Postsecondary Education; *Private Colleges; State Aid; State Boards of Education; State Colleges; *State Legislation; State Universities; *Student Financial Aid

IDENTIFIERS- *California

An outline is provided, for its staff, of the seven priorities of the California Postsecondary Education Commission (CPEC), during the second half of the California State Legislature's 1987-88 session. The report states that the Commission's staff will: (1) work with legislators and the Governor's staff to develop and implement appropriate statutory revisions to resolve existing problems in community college governance and finance; (2) identify appropriate legislative proposals to simplify and expand student financial aid; (3) seek to develop a consensus recommendation to ensure equitable and predictable student fees in anticipation of the sunset of current law; (4) promote the establishment of a task force to reassess the purposes of evaluating health manpower and health sciences educational planning in California; (5) create a State Council for Research and Technological Development; (6) monitor the compliance of accredited independent and private institutions with the standards of the commission; and (7) continue the California Student Opportunity and Access Program. A selected list of 17 recent CPEC reports is appended. (UCH)

DESCRIPTORS- *Academic Achievement; Articulation (Education);
*College Credits; *College Transfer Students; Community Colleges;
Higher Education; Student Characteristics; Student Costs; *Transfer
Policy; Two Year Colleges; Two Year College Students
IDENTIFIERS- *Temple University PA

These two research summaries examine transfer outcomes of former Community College of Philadelphia (CCP) students at Temple University. The first report examines the extent to which the CCP credits earned by 1,644 CCP transfers were accepted at Temple University over several semesters between fall 1979 and fall 1985. Among the highlighted findings are: (1) the average number of CCP credits earned was 47.14, though students leaving CCP in spring and fall 1985 showed a slight tendency to transfer with fewer credits than previous student groups; (2) the average number of credits lost in transfer to Temple was 9.67, representing 20.5% of the students' total accumulated CCP credits; and (3) credit hour losses amounted to an average financial liability of \$95.06 for students who earned fewer than 24 CCP credits, and of \$574.28 for students who earned more than 23 CCP credits. Temple University transfer guidelines for CCP courses are appended. The second research brief offers a profile of CCP students who applied for admission to Temple University in 1980, 1981, 1984, and 1985, based on data provided by Temple's admissions office. The report traces trends in numbers of applicants, age, credits earned at CCP, grade point average (GPA), placement test scores, student majors, and student gender and race. The report indicates that the total number of students applying to Temple dropped from 750 in 1980 to 607 in 1985. The transfer students had enrolled at CCP for an average of six semesters, and had earned higher GPA's than the CCP student population as a whole. (UCM)

ED 292 524

JC 880 163

Hawk, Thomas

Determinants of Part-Time Adult Student Participation in Education.

PUB DATE- Apr 88

NOTE- 62p.; Paper presented at the Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

Elementary School Center, New York, NY.

PUB DATE- 24 Jan 86

NOTE- 45p.; For related document, see ED 274 431.

AVAILABLE FROM- Elementary School Center, 2 East 103 Street, New York, NY 10029 (\$5.00, plus \$0.90 postage).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Cognitive Ability; *Cognitive Processes; *Educational Practices; Elementary Education; *Elementary School Students; *Individual Differences; *Memory; Peer Influence

IDENTIFIERS- Critical Analysis

The conference described in this report was designed to explore fundamentally important aspects of educating 3- through 13-year-old children in a variety of school settings. A total of 250 participants, representing 17 states, attended. This volume provides the text of a conference paper by Melvin D. Levine, M.D., entitled "The Challenge of Developmentary Education: Preserving Natural Diversity." Sections of the discussion focus on individual differences in young children's memory, selection and registration, storage, consolidation of material, active working memory, automatization of basic subskills, retrieval, and interferences with children's memory. Concluding remarks identify 10 societal issues to consider in thinking about possible reorientations of the elementary school. Also included are a few comments made at the conference by Dr. Ruth Love, the keynote speaker, and by workshop discussants, as well as a list of participants and three collaboratively written verses about education. (RH)

ED 292 538

PS 017 049

Fassinger, Polly; Rathge, Richard W.

Single Parents in North Dakota: A Statistical Portrait. North Dakota Census Data Center, Report Series No. 1.

North Dakota State Univ., Fargo. Dept. of Agricultural Economics.

PUB DATE- Apr 85

NOTE- 40p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Demography; *Economic Factors; Family Size; Income; Labor Force; *One Parent Family; Poverty; Statistical Data

IDENTIFIERS- *North Dakota

transfer, and trends in in vitro fertilization; (2) a summary of definitions, statistics, and the human and financial costs of infertility; (3) an argument for addressing underlying social causes of infertility; (4) a discussion of the Vatican's position on the human dignity of the child and the integrity of marriage and the family, and application of these principles to federal policy on in vitro fertilization; (5) an exploration of the implications of married couples' rights to reproduce coitally in relation to rights of infertile couples to use noncoital techniques to procreate; (6) recommendations for state and federal legislation; (7) a consideration of the role of federal and state laws and how they should develop in relation to knowledge about alternative reproduction; and (8) arguments against contraception and abortion. Included are articles on noncoital reproduction and the law, and on implications of a constitutionally protected right to procreate for a wide range of reproductive choices made possible by noncoital reproductive technologies. Fact sheets submitted by the committee minority are included. (RH)

ED 292 552

PS 017 226

Finkelhor, David; And Others

Sexual Abuse in Day Care: A National Study. Executive Summary.

New Hampshire Univ., Durham. Family Research Lab.

SPONS. AGENCY- National Center on Child Abuse and Neglect

(DHHS/OHDS), Washington, D.C.; National Inst. of Mental Health

(DHHS), Bethesda, Md.

PUB DATE- Mar 88

NOTE- 18p.

GRANT- NCCAN-90-CA-1155; NIMH-S-T-32-MH-15161-10

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Child Abuse; *Day Care; Disclosure; Early Childhood

Education; *Incidence; *Intervention; National Surveys;

*Prevention; *Sexual Abuse; Victims of Crime

Described in this executive summary is a study attempting to identify and analyze all cases of sexual abuse in day care settings that were reported in the United States from January 1983 through December 1985. The study described the problem of sexual abuse in day care in terms of its incidence, perpetrators, victims, dynamics, disclosure, impact on children, and risk factors. It also documented the experiences investigators and prosecutors have had

Burris, Hermine O.

Design and Implementation of an Intergenerational Program That
Fosters Creativity and Learning for Preschool Children.

PUB DATE- Feb 88

NOTE- 82p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043) Tests,
Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Community Involvement; Community Programs; *Day Care;
Early Childhood Education; *Intergenerational Programs; *Older
Adults; *Preschool Children; *Program Development; *Training
Methods

In a day care center which enrolled children between 14 months and 5 years of age, a child caregiver implemented a practicum study in order to allow children and older adults the opportunity to interact with one another for their mutual benefit. Goals were to: (1) increase children's positive attitudes toward older people; (2) seek positive comments from older people about the intergenerational program; (3) demonstrate that staff training is beneficial to intergenerational programs; (4) demonstrate an increase in parental awareness of intergenerational programs and activities; and (5) identify directors of child care centers and senior care facilities in the community who would like to use an intergenerational program or handbook with their staff. The intervention program consisted of: (1) weekly reading to children of storybooks that depicted the elderly in positive and realistic ways; (2) the use of creative activities such as art, music, and storytelling to develop the skills of the children and exercise the skills of the elderly; (3) staff development workshops which included demonstration of intergenerational activities; and (4) the monthly distribution of a newsletter to parents. Practicum evaluation data indicated that the project was successful. Related materials including surveys and questionnaires used, are appended in 19 appendixes. (RH)

ED 292 567

PS 017 242

Horst, Alice S.

Incorporating Strategies to Enhance Creative Dramatic Ability of
Primary Gifted Students.

responsibilities. In sum, Public School 37 evinced the primary requisites for effective schools that are attended by children usually written off as failures. (RH)

ED 292 581

PS 017 268

O'Brien, Mary Parys

The Working Parents' Curriculum: Class Designs To Meet the Needs of Expectant and New Working Parents.

PUB DATE- 88

NOTE- 67p.; For "Back to Work: A Guide for Expectant and New Working Parents," see ED 286 619.

AVAILABLE FROM- Transitions, 15703 Boulder Creek Drive, Minnetonka, MN 55345 (\$35.00; includes a copy of "Back to Work: A Guide for Expectant and New Working Parents").

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Attachment Behavior; *Breastfeeding; *Child Rearing; Curriculum Guides; Day Care; Dual Career Family; *Employed Parents; Family Relationship; Infants; *Mothers; Parent Education; *Parent Role; *Time Management

IDENTIFIERS- Infant Care; *Parental Leave; Postpartum

Designed to meet needs of expectant and new working parents, these curriculum materials provide guidelines for instructors and discussions of six parent education topics. The curriculum begins by examining the qualifications an instructor should have before attempting to teach expectant or working parents. Subsequently described are specific ways in which curriculum materials can be organized into a class series or single session classes. Marketing suggestions are provided. The core of the curriculum is then presented in discussions of: (1) parental leaves; (2) resolution of the problem of deciding whether to return to work or remain at home; (3) location of high quality infant day care; (4) breastfeeding and working; (5) time management for working parents; and (6) postpartum issues for working parents. Presented for each topic area are background information, an outline of topics to teach, and a list of recommended readings. (RH)

field sanitation facilities such as toilets and potable drinking water at the worksite would substantially decrease the incidence of sanitation related health problems among farmworkers. Most migrants seek medical treatment for acute ailments rather than chronic conditions or preventive services. Parasitic infections afflict migrants an average of 20 times more than the general population. The full extent of pesticide poisoning is not known and needs further study. The dangers of agricultural labor on women and on the development of farmworker children are poorly documented. Agriculture is the second most dangerous occupation in the United States, yet farmworkers are rarely offered or able to afford health insurance, and in 20 states are not covered by workers' compensation of any kind. (JHZ)

ED 292 595

RC 016 547

Morrissey, Elizabeth S.

The Nonmetro Working Poor--A Profile of Family Heads.

PUB DATE- Aug 87

NOTE- 23p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Madison, WI, August 12, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Census Figures; Comparative Analysis; Educational Attainment; *Employment Patterns; Employment Potential; *Family Characteristics; *Heads of Households; *Income; Individual Characteristics; Low Income Groups; Policy Formation; *Poverty; Regional Characteristics; *Rural Population

IDENTIFIERS- Current Population Survey; *United States (South)

Data from the 1986 Current Population Survey (March Supplement) identified characteristics of working heads of poor families that might assist policymakers involved in alleviating nonmetro poverty (in 1985, 18.3% of persons living in nonmetro areas were poor compared to 12.7% of persons living in metro areas). Comparing the South (a 17-state region) and Nonsouth (all others), working heads of poor families were older in the South than Nonsouth. Educational attainment was low, especially in the South. In 1985, while 7% of the nonmetro work force was black, 15.7% of poor working heads were black. Family type differed little by region, but there were marked differences in family composition. Overall, 27.9% of poor families were headed by females. Only 32.4% worked less than 27 weeks. The

PUB DATE- Dec 87

NOTE- 149p.

CONTRACT- 400-86-0016

AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 (\$10.50).

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage;

PUB TYPE- Collected Works - Proceedings (021) Information

Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Conferences; *Curriculum Development; *Curriculum Problems; *Curriculum Research; Educational Trends; Elementary Secondary Education; *Environmental Education; Instructional Effectiveness; *Interdisciplinary Approach; Models; Science and Society; Student Behavior

Charting the curricular institutionalization of environmental education, particularly as it seeks to establish an appropriate niche in the K-12 curriculum, was the focus of a recent symposium held at the annual conference of the North American Association for Environmental Education in October, 1987. Contained in this document are the papers presented at the symposium and a survey of 40 states regarding practices related to environmental education. Papers include: "By Way of Beginning: 14 Scholars, 14 Views" (Paul F. Brandwein); "Whole Earth Learning: An Infused Approach to Education about the Environment" (Cheryl Charles); "The Educational Context: Environmental Education in the School Curriculum" (Paul Hart); "Environmental Education and Student Behaviors" (Harold R. Hungerford); "Environmental Education in the School Curriculum: The Research Base" (Louis A. Iozzi); "Environmental Education in the Curriculum: It's Already There!" (David C. Engleson); "The Problem of Curriculum Infusion in Environmental Education" (Milton McClaren); "Environmental Education: The Right Product at the Right Time" (Rudolph J. H. Schafer); "An STS Perspective on Environmental Education in the School Curriculum" (Peter A. Rubba); "Alternative Curriculum Models for Environmental Education" (Chris Buethe); "(How) Can Interdisciplinarity Be Implemented?" (William F. Hammond); "Beyond Infusion and Single Subjects: The Issue of Fit of Environmental Education in the Curriculum" (Ian Robottom); "The Brain-Mind System and Infusion" (Bob Samples); "Environmental Education: Larger than a Single Curriculum" (Kay Monroe Smith); and "Environmental Education in the School Curriculum: Does It Fit?" (Jerry Hodge). John F. Disinger's "Survey Report: Current Practice: Environmental Education in U.S. School Curricula" concludes the document. The appendixes give information on the symposium participants and survey respondents and a copy of the survey form. (TW)

Pea, Roy D., Ed.; Sheingold, Karen, Ed.

Mirrors of Minds: Patterns of Experience in Educational Computing.

REPORT NO.- ISBN-089391-423-1

PUB DATE- 87

NOTE- 342p.; Compilation of papers from the Center for Children and Technology, Bank Street College. Some charts may not reproduce well.

AVAILABLE FROM- Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (\$19.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143)

DESCRIPTORS- Computer Assisted Instruction; *Computer Uses in Education; *Educational Technology; *Elementary School Mathematics *Elementary School Science; Elementary Secondary Education; Interactive Video; Mathematics Education; Minority Groups; Science Education; *Secondary School Mathematics; *Secondary School Science; Sex Differences

This publication presents selected papers that address certain questions that are being investigated by Bank Street College's Center for Children and Technology (CCT). CCT's researchers are working to help define new research inquiries and to document students' and teachers' uses and understandings of educational technologies. Included in this book are papers dealing with: (1) the interpretation of Logo in practice; (2) teachers' adoption of multimedia technologies for science and mathematics instruction; (3) functional environments for microcomputers in education; (4) preparing urban teachers for the technological future; (5) literacy and technology for minority schools; (6) mapping the cognitive demands of learning to program; (7) integrating human and computer intelligence; (8) the cognitive effects of learning computer programming; (9) Logo and the development of thinking skills; (10) the microcomputer as a symbolic medium; (11) involving teachers in the formative research and design of "The Voyage of the Mimi"; (12) interactive video discs for children's learning; (13) computers and girls; (14) informing the design of software through context-based research; and (15) the practices of novices and experts in critical inquiry. (TW)

Presented at..." (150)

DESCRIPTORS- *Abstract Reasoning; *Achievement; Biology; *Cognitive Development; Cognitive Tests; Critical Thinking; Foreign Countries; Formal Operations; Genetics; Logical Thinking; Piagetian Theory; Science Education; Secondary Education; *Secondary School Science; *Sex Differences; Statistical Analysis; *Test Results

IDENTIFIERS- *Ausubel (David P)

The purpose of this study was to investigate the relationship between the achievement of some abstract concepts in "molecular genetics" and prior knowledge, formal reasoning ability, and sex. The major findings of the study were: (1) prior knowledge had a high significant correlation with the achievement of abstract concepts; (2) the correlation between the formal reasoning and the achievement of abstract concepts was found to be relatively moderate, but significant; (3) sex was found to correlate significantly but low with the achievement of abstract concepts; (4) the variables succeeded in predicting the achievement of abstract concepts; and (5) a relatively high percentage of variability in the achievement of abstract concepts was accounted for by prior knowledge and formal reasoning. The major conclusions of this study are that the prior knowledge and formal reasoning play a major role in students' achievement of abstract concepts, and the effect of student's prior knowledge on this achievement seems to exceed that of formal reasoning. A 7-page list of references is included. (CW)

ED 292 637

SE 048 984

Esquivel, Juan Manuel; Brenes, Margarita

Gender Differences in Achievement in Costa Rican Students: Science, Mathematics and Spanish.

PUB DATE- 88

NOTE- 11p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Achievement Tests; *Elementary School Mathematics; *Elementary School Science; Elementary Secondary Education; Females; *Foreign Countries; Mathematics Education; Science Education; *Secondary School Mathematics; *Secondary School

EDRS Price - MF01 Plus Postage, PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Chemistry; Junior High Schools; Middle Schools; *Physical Sciences; Physics; *Science Activities; *Science Curriculum; Science Education; *Science Instruction; Secondary Education; *Secondary School Science; Student Attitudes; Surveys; *Teaching Methods

This manual is designed to supplement an existing physical science curriculum and to assist in providing the learning experiences required to implement an effective course. The first chapter outlines the purposes of this manual and provides a set of teaching tips. Topics such as electricity, wave motion, light, sound, periodic table and nuclear chemistry have been treated in some detail whereas more familiar topics which are addressed in texts have received less emphasis. Each unit contains background information, paper-and-pencil exercises, demonstrations, and laboratory activities. Units include: "Turning Students on to Chemistry"; "Structure of Matter"; "The Periodic Table"; "Chemical Compounds and Equations"; "Acids and Bases"; "Nuclear Chemistry"; "Safety in the Laboratory"; "Electricity"; "Motion"; "Newton's Laws of Motion"; "Friction"; "Waves and Light"; and "Sound and Music." Also included is a questionnaire for assessment of a science course by students. (CW)

ED 292 652

SE 049 002

Adams, D. Daryl; Shrum, John W.

The Effects of Microcomputer-Based Laboratory Exercises on the Acquisition of Line Graph Construction and Interpretation Skills by High School Biology Students.

PUB DATE- 88

NOTE- 35p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Biology; *Computer Assisted Instruction; *Computer Graphics; Computer Uses in Education; Courseware; Graphs; High

implementation in school systems"; "The activities of Pioneer Centres in the USSR" (Olga Grekova); and "Stimulating innovation at the international level: Unesco's role in science and technology education." (CW)

ED 292 666

SE 049 021

Chisman, Dennis, Comp.

Unesco Sourcebook for Out-of-School Science and Technology Education
United Nations Educational, Scientific, and Cultural Organization,
Paris (France).

REPORT NO. - ISBN-92-3-102386-1

PUB DATE - 86

NOTE - 152p.

AVAILABLE FROM - UNIPUB, 4611-F Assembly Drive, Lanham, MD 20706-4391
(\$14.00, plus \$2.50 shipping and handling; stock number U1580).

LANGUAGE - English

Document Not Available from EDRS.

PUB TYPE - Guides/Methods/Techniques (For Practitioners) -
Non-Classroom Use (055)

DESCRIPTORS - Case Studies; Elementary School Science; Elementary
Secondary Education; Foreign Countries; International Cooperation;
International Educational Exchange; Museums; *Program Descriptions;
Program Implementation; *Science and Society; Science Clubs;
Science Education; *Science Facilities; *Science Fairs; *Science
Programs; *Secondary School Science; Technology

IDENTIFIERS - Canada; *UNESCO; USSR; Zambia

Throughout the world, increased attention is being paid to the promotion of out-of-school activities in the fields of science and technology. The United Nations Educational, Scientific and Cultural Organization supports a wide range of activities such as science clubs, fairs, Olympiads, museums and centers. This publication presents a broad picture of these various activities. Sections are included on: (1) "Clubs, societies and congresses"; (2) "Science fairs, research and project work"; (3) "Olympiads, contests and talent searches"; (4) "Visits, excursions and camps"; (5) "Mass media, museums and science centres"; (6) "Training, evaluation and general issues"; and (7) "JETS of Zambia--a case study". Appendices include: "Specimen constitution of a science club"; "Junior science academies--examples from the USSR"; "Organization of a science and technology fair"; "Research and project work"; "Olympiads--examples of questions from recent international chemistry and physics Olympiads"; and "Science field trips and science camps in British

of South Africa, June 26-29, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Delivery Systems; Educational Diagnosis; *Educational

Practices; Elementary Secondary Education; Enrichment Activities;

*Foreign Countries; *Gifted; Gifted Disadvantaged; Minority Groups

Resource Room Programs; Special Classes; Student Placement; *Talent

Provisions for gifted student identification and educational

programming in Australia, the USSR, Venezuela, Brazil, Indonesia,

Israel, and the Peoples Republic of China, and the United Kingdom

are discussed. Concern for locating and serving the gifted is

apparent in all these countries. Issues and program efforts in

gifted education are quite similar despite different underlying

social and political philosophies. Most countries support a need to

develop broader and more liberal definitions of gifted education.

In the early stages of educational programming, there is a tendency

to focus on intellectual or academic development and then move on

to the performing arts. In identification and assessment, many

countries use adaptations of evaluation instruments developed in

the United States. However, evaluation and research on

identification instruments and procedures is a rarity. Programs for

the gifted include special classes, enrichment in the regular

classroom, and acceleration. Out-of-school programs are provided in

a significant number of countries and may in some cases be the only

alternative for gifted students. Lastly, there is growing concern

about the need to identify and nurture gifted students from

disadvantaged or culturally different minority populations. (JW)

ED 292 276

EC 202 059

Paulsen, Willem J.

Creativity and Giftedness--A Comparative Perspective.

PUB DATE- Jun 84

NOTE- 12p.; Paper presented at the International South Conference;

Education for the Gifted, "Ingenium 2000" (Stellenbosch, Republic

of South Africa, June 26-29, 1984).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15)

Information Analysis/State-of-the-Art Materials (070)

Opinions/Personal Viewpoints/Position Papers/Essays (120)

Lloyd, Lyle L.; And Others

Improving the Communication Environment for Children with Severe Handicaps through Manual Sign Inservice Training.

PUB DATE- 23 Apr 87

NOTE- 24p.; Paper presented at the Annual Convention of the Council for Exceptional Children (65th, Chicago, IL, April 20-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (15)
Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Cooperative Planning; Elementary Education; *Inservice Education; Interpersonal Competence; *Manual Communication; Parent Participation; *Severe Disabilities; Sign Language; *Staff Role; Teamwork; Workshops

A "working party" (a decision-making group similar to the quality circles concept) comprised of public elementary school personnel (administrator, regular and special education staff), and parents, university special education faculty and graduate students worked cooperatively to develop and implement a manual sign inservice training package to improve the communication environment for severely handicapped elementary school students. A series of four half-day workshops was conducted during which school staff (teachers, aides, custodians, support staff, parents, and bus drivers) learned manual signs for a functional core vocabulary selected from a list generated by the school staff and students. Initial trends indicated that the total number of staff and students using manual sign increased. The process of planning and conducting the inservice training workshops yielded valuable lessons in several areas which are described: (1) the use of a working party; (2) selection of vocabulary; (3) development of the workshop format, activities, and materials; and (4) trends in observational/evaluative data. Also explored is the role of previous research and clinical observation in sequencing the manual signs assigned to the initial workshops to facilitate success. Enlargement of selected sign vocabulary and expansion of its use to parents and related school-community service people are mentioned briefly. An appendix lists activities used in the workshops.
(Author/VW)

ED 292 306

FL 017 223

Reveron, Wilhelmina W.

American Indians: A Comprehensive Bibliography.

PUB DATE- 88

NOTE- 21p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *American Indians; *Communication Disorders; *Cultural Traits; Evaluation Methods; Information Sources; *Language Acquisition; *Language Tests; Sociolinguistics; *Speech Improvement

A bibliography on American Indians contains almost 200 citations of articles, papers, monographs, and books in seven categories: culture (language and customs); normal speech and language acquisition (mother-child interaction, language community, form, content, usage, cognitive development); sociolinguistics (issues, dialect features, attitudes, sign language dialects); communication disorders (incidence, fluency disorders, functional language disorders, neurological disorders of speech and language, voice disorders, hearing disorders, treatment); assessment (test validity, reliability, and standardization, tests, nonstandard approaches, language assessment, hearing assessment, cognitive assessment); treatment (role of the speech-language pathologist, treatment approaches, issues in education, materials); and bibliographies. (MSE)

ED 292 307

FL 017 224

Reveron, Wilhelmina W.

Asian Americans: A Comprehensive Bibliography.

PUB DATE- 88

NOTE- 14p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Asian Americans; *Communication Disorders; *Cultural

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *College Curriculum; Educational Objectives; Grammar; Higher Education; *Humanities Instruction; *Liberal Arts; *Linguistics; Majors (Students); *Relevance (Education); Science Instruction; *Scientific Methodology; Undergraduate Study

IDENTIFIERS- *Cognitive Sciences

The goals of liberal education are to deepen the understanding of the nature of humankind and of the human condition. In the last half century, fundamental changes have occurred in perceptions of how the human species relates to the rest of the universe, due to developments in science and the creation of the cognitive sciences. There is now the danger that even the best liberal education will focus too narrowly on the humanities and ignore science as irrelevant. The cognitive sciences could help create a new curriculum in which natural science plays an essential role because cognitive sciences: (1) have numerous deep ties with both the natural sciences and the humanities; (2) are young enough to be more easily influenced to play an important educational role than other, more established sciences; and (3) demand significantly less specialization and are more accessible to undergraduates than the traditional sciences. Linguistics already has a theoretical framework more sophisticated than any other cognitive science and has a highly articulated, well-defined subject area in language. Imaginatively conceived courses on language and linguistic theory could begin and sustain necessary changes in our conception of what is normal in a liberal education. (Author/MSE)

ED 292 323

FL 017 240

Feinstein, Mark; Stillings, Neil

Linguistics, Cognitive Science and the Undergraduate Curriculum.

Linguistics in the Undergraduate Curriculum, Appendix 4-I.

Linguistic Society of America, Washington, D.C.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE- Dec 87

NOTE- 13p.; In: Langendoen, D. Terence, Ed., Linguistics in the Undergraduate Curriculum: Final Report; see FL 017 227.

GRANT- EH-20558-85

LANGUAGE- English

ED 292 337

FL 017 254

Andrade, Carolyn; Ging, Diane

Urban FLES Models: Progress and Promise.

PUB DATE- 88

NOTE- 20p.; In: Lalande, John F. II, Ed., Shaping the Future of Language Education: FLES, Articulation, and Proficiency. Report of Central States Conference on the Teaching of Foreign Language; see FL 017 249.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Reports - Descriptive (Program/Project Descriptions) (141)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Articulation (Education); Case Studies; Elementary Education; *FLES; Introductory Courses; Language Teachers; Program Descriptions; *Program Design; *Program Development; Program Effectiveness; *Program Implementation; Second Language Programs; State Surveys; *Urban Schools

IDENTIFIERS- Ohio (Cincinnati); Ohio (Columbus)

A discussion of foreign languages in the elementary school (FLES) begins with a brief history of the program's emergence and status in the United States, a summary of the rationale for early language study, and descriptions of the major FLES program types. An Ohio survey of elementary school foreign language instruction is reported, and the programs of two Ohio cities, Cincinnati and Columbus, are described in some detail, focusing on program emphases, design, and results. General suggestions are made for choosing and implementing FLES programs, and the importance and mechanics of program articulation are discussed. Issues emerging for future planning of FLES programs are noted, including teacher training needs, the need for adequate and appropriate materials, and the importance of collaboration among language teachers at all levels. (MSE)

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Form Classes (Languages); Language Research; *Linguistic Theory; *Morphemes; Morphology (Languages); *Navajo; *Phrase Structure; Structural Analysis (Linguistics); Uncommonly Taught Languages; Verbs

IDENTIFIERS- *Relative Clauses

An analysis of relative clauses in Navajo looks at a paradox that is rooted in the assumption that in Navajo, as in English, argument positions not occupied by some free lexical item must be occupied categorically by an EC. It examines patterns of and constraints on nominals with relation to the relative clause, theory concerning argumental pronouns, the syntactic status of nominals, and the internal syntax of relatives. It is concluded that Navajo relatives are neither "headless" nor "internally headed" but have overt pronominal heads, are adjuncts to main clause pronouns, and create no problems for Binding theory or the 0-criterion. (MSE)

ED 292 353

FL 017 270

Sotillo, Susana

The Impact of Job-Related Instruction on Language Use: The Case of a Long-Term Resident Second Language Learner.

PUB DATE- Dec 87

NOTE- 19p.; Paper presented at the Annual Meeting of the Linguistic Society of America (San Francisco, CA, December 27-30, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Learning; Discourse Analysis; Education Work Relationship; *English (Second Language); *English for Special Purposes; *Interlanguage; North American English; *Nursing; Second Language Learning; *Standard Spoken Usage; Vocational Education

IDENTIFIERS- *Fossilized English

A study examined the effect of a job-related approach to language learning on a fossilized learner of English as a second language. The subject was a bilingual female nurse with 20 years' residence in the United States. Her oral and written output was thoroughly analyzed and her social and linguistic needs for interacting with patients and caretakers at the hospital were assessed. Based on this information, an instructional program in English focusing on

support; (5) use of assistance offered by the Office of Federal Projects of the American Association of State Colleges and Universities; (6) use of initiatives offered by the National Science Foundation and the National Institutes of Health; and (7) institutional incentive programs. Two figures describe the Office of Sponsored Projects and a university foundation incentive program. (KM)

ED 292 367

HE 021 214

Somers, Robert L.

Evaluation of Developmental Education Programs: Issues, Problems, and Techniques.

Appalachian State Univ., Boone, NC. National Center for Developmental Education.

PUB DATE- 87

NOTE- 8p.

AVAILABLE FROM- RIDE, National Center for Developmental Education, Appalachian State University, Boone, NC 28608 (\$9.50 per year).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Journal Articles (080) Information

Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Evaluation Methods; *Formative Evaluation; Higher Education; *Models; Program Effectiveness; *Program Evaluation; *Summative Evaluation

IDENTIFIERS- *Learning Assistance

The basic issues, problems, techniques, and history of program evaluation are reviewed, with emphasis on the evaluation of learning assistance programs. The following topics are discussed: (1) historical perspectives (origins of the evaluation process, program evaluation in education); and (2) theoretical constructs (typologies of evaluation designs, Boylan's four-tiered program evaluation model, Clowes's stage model for program evaluation, and a comparative critique of Boyland and Clowes). A selected annotated bibliography for additional study of program evaluation is appended. (Seventeen references are included.) (KM)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; *College Students; Community Colleges; Dropout Research; Family Characteristics; Higher Education; *Institutional Characteristics; Liberal Arts; Models; Predictor Variables; Private Colleges; Public Colleges; Research Universities; Social Stratification; Stopouts; *Student Attrition; *Student Characteristics; Student College Relationship; Two Year Colleges

IDENTIFIERS- *ASHE Annual Meeting; *Tinto Theory

Reasons for the lack of agreement among studies of persistence are considered, using a simplified causal model. Two major theoretical perspectives used in studying the educational careers of college entrants are summarized: (1) the Tinto or institutional persistence theory, which draws mainly on the discipline of education and applied institutional research; and (2) the discipline of sociology and social stratification. Attention is directed to differing conclusions about the importance of demographic and family background variables in explaining college persistence. The influence of how persistence is defined and the nature of the institution where data is collected is emphasized. A simplified model of selected background and post-college entry influences is estimated within four types of institutions (private liberal arts colleges, research/doctoral universities, public comprehensive four-year colleges, and two-year community/junior colleges). Persistence in a single college as well as persistence in higher education at several points in time are examined. Differences in results found in the analyses are tied to theoretical and statistical issues. Thirty-two references are cited. (Author/SW)

ED 292 381

HE 021 245

Bensimon, Estela M.

The Discovery Stage of Presidential Succession. ASHE Annual Meeting Paper.

SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.; Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Nov 87

NOTE- 27p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference

Nelson, Glenn M.

Administration as a Field of Study: Course Requirements in Selected Higher Education Area of Specialization. ASHE Annual Meeting Paper. SPONS. AGENCY- Association for the Study of Higher Education.

PUB DATE- Oct 87

NOTE- 14p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987). Project sponsored by the ASHE Committee on Curriculum, Instruction, and Learning.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *College Administration; Comparative Analysis; Core Curriculum; *Degree Requirements; Doctoral Degrees; *Doctoral Programs; Higher Education; *Postsecondary Education as a Field of Study; Questionnaires; *Required Courses; *Specialization

IDENTIFIERS- *ASHE Annual Meeting

Courses required in four doctoral-level administration specializations in higher education were identified. A questionnaire, which is appended, was mailed to each of the program directors listed in the 1984 Association for the Study of Higher Education Directory. Responses were received from 52 program directors. The four specializations were: academic, administration/management, community colleges, and student personnel. Core course requirements were determined. Each program director listed all courses offered that were required for all doctoral students regardless of type of degree and area of specialization. Program directors also indicated what courses were required for students majoring in each specialization. Also examined were differences in course requirements within an area of specialization according to type of degree offered. Programs that offered a Ph.D. degree only were compared with programs that offered an Ed.D. degree only. It was found that almost all higher education programs required a set (3-4) of core courses for all doctoral students. Within each specialization, except administration/management, more than half of the programs required three to four courses within the area of specialization. Participating institutions are identified. (SW)

contingency theories, and symbolic theories. To identify presidential definitions of leadership, interview data were obtained from 32 college and university presidents as part of the Institutional Leadership Project sponsored by the National Center for Postsecondary Governance and Finance. Two of five implied theoretical orientations of the presidents appeared to predominate. The first orientation is the presidential perception that leadership is a process of influence; the second is that leadership behavior is seen as emphasizing goals. The sample of presidents identified leadership, at least in part, in terms of roles and behaviors. Presidential definitions did not appear to be systematically related to factors such as institutional type, control, or presidential tenure. Sixteen references are included. (SW)

ED 292 409

HE 021 275

Kuh, George D.

A Brief for Incorporating Organizational Theory in Student Affairs Preparation and Research. ASHE Annual Meeting Paper.

PUB DATE- Nov 87

NOTE- 38p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Baltimore, MD, November 21-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Educational Research; Education Majors; Graduate Study; Higher Education; Institutional Research; *Leadership Responsibility; *Organizational Theories; Postsecondary Education as a Field of Study; *Professional Education; *Student Personnel Workers

IDENTIFIERS- *ASHE Annual Meeting

The view that organizational theory should be a required component of graduate preparation in student affairs is addressed. After defining organizational behavior, conventional models and nonorthodox perspectives on organizing are contrasted. Implications of nonorthodox perspectives for leadership are also considered. Suggestions are offered of how organizational theory can be incorporated into student affairs preparation and research. Organizational theory is an eclectic discipline and incorporates concepts from sociology, social psychology, anthropology, and

Debt Collection: More Aggressive Action Needed To Collect Debts Owed by Health Professionals. United States General Accounting Office Report to the Honorable John R. Kasich, House of Representatives. General Accounting Office, Washington, D.C.

REPORT NO.- GAO-AFMD-88-23

PUB DATE- Feb 88

NOTE- 45p.

AVAILABLE FROM- U.S. General Accounting Office, P. O. Box 6015, Gaithersburg, MD 20877 (first 5 copies free; additional copies, \$2.00 each prepaid; 25% discount for 100 or more copies mailed to a single address).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Allied Health Occupations Education; Federal Aid; Federal Programs; Financial Problems; *Health Personnel; Higher Education; *Loan Repayment; *Medical Education; Nurses; *Nursing Education; Physicians; Program Evaluation; Scholarships; *Student Loan Programs

IDENTIFIERS- *Debt Collection; Health Resources and Services Administration; *Loan Default

The General Accounting Office (GAO) reviewed and evaluated debt collection activities of five programs of the Health Resources and Services Administration (HRSA) that provide financial assistance to health professions students and medical facilities. The principal findings include: (1) HRSA changes have improved delinquency rates; however, large dollar amounts in seriously delinquent loans are still being carried; (2) HRSA has not established time frames for schools to determine the collectibility of loans and request write-off approval from HRSA; (3) HRSA's collection efforts were unnecessarily hampered by lack of a comprehensive debt management system, staffing shortages, and failure to follow established procedures; (4) the GAO Inspector General's recommendation of offsetting federal Medicare reimbursements to recover delinquent debts from physicians should be pilot-tested and, if it proves successful, should be implemented as a routine collection step. Comments from the Department of Health and Human Services are appended. A table of data on the average delinquency rates, by percentage, for health professions and nursing student loans from June 30, 1982 to June 30, 1986 is also provided. (KM)

evaluation, and the importance of evaluating accrediting associations. Under the topic of epistemology and method, evaluation theory and methodology in accreditation are discussed in terms of public standards, institutional self-study, site visits by a visiting team, and the process of reviewing the team report with final confirmation by the commission. Two recurrent issues in this evaluation are the goal of helping improve the quality of the educational institution and the lack of a measure of outcomes independent of the evaluation process. The importance of the improvement of the quality of higher education is stressed. (SM)

ED 292 437

HE 021 322

Gaylord, Thomas A.; And Others

Statistical Abstract 1987. University of Alaska System of Higher Education.

Alaska Univ., Fairbanks.

PUB DATE- 87

NOTE- 220p.; Second annual statistical abstract for the University of Alaska System. Some tables may not reproduce well due to small print.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- College Administration; College Faculty; *College Planning; Degrees (Academic); Educational Facilities; Enrollment Trends; Financial Support; Higher Education; Institutional Characteristics; *School Statistics; State Surveys; *State Universities; *Statewide Planning; Statistical Analysis; Statistical Surveys

IDENTIFIERS- Alaska; *University of Alaska

The 1987 edition of the statistical abstract for the University of Alaska System offers data to be used by public officials, institutional administrators, and the Board of Regents in developing university programs and plans. In 1987 the University used its old organizational structure for the last time due to state funding reductions, and this abstract provides a benchmark for measuring some future effects of restructuring the system. Also, 1987 was the last year the university used batch payroll and student records data systems, and the corrections are shown within. The document is made up of data tables and divided into seven sections: (1) enrollments (statistical tables on student credit hours, credit headcount, and enrolled student state and region of

Lawrason, Robin Edgar

Politics of Instructional Development in Higher Education. Chapter 9.

PUB DATE- 78

NOTE- 20p.; In: Instructional Development: The State of the Art.

Volume I, 1978; See IR 013 196. For chapter 5, see ED 144 587.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- College Administration; *College Instruction;

*Curriculum Development; *Faculty College Relationship; *Faculty Development; Higher Education; *Instructional Development;

*Political Influences; School Surveys

This chapter discusses the implementation and encouragement of instructional development on the university campus, with particular emphasis on the instability and political nature of the campus environment. Empirical data obtained from a survey of instructional development activities throughout the Delaware Valley of Pennsylvania and New Jersey are used in evaluating the points found in a survey of the literature. Factors discussed in evaluating the survey data include commitment by the institution, faculty rewards, skills of the instructional development staff, resources and facilities, evaluation of programs, openness to change, student attitudes, the importance of strong internal personalities, focus of the instructional development center, program documentation, and the importance of strong interpersonal communication between developers and other university personnel. The text is supplemented by two tables, and a 24-item bibliography is provided. (Author/EW)

ED 292 453

IR 013 205

Wilkinson, Gene L.

Economic Evaluation in/of Instructional Development. Chapter 10.

PUB DATE- 78

NOTE- 31p.; In: Instructional Development: The State of the Art.

Volume I, 1978; See IR 013 196. For chapter 5, see ED 144 587.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Accountability; Comparative Analysis; *Cost Effectiveness; *Educational Research; *Evaluation Methods;

*Instructional Development; Predictive Measurement

This chapter outlines the theory of cost-benefit analysis and

suggests directions for future research. The systems that are examined are the broadcast technologies of open broadcasting, instructional television fixed service (ITFS), and satellites; cable distribution, both one way and interactive; and copy systems using open reel and cassette videotape and videodiscs. Sixty references are listed. (EW)

ED 292 468

IR 052 314

Performance Appraisal in Research Libraries. SPEC Kit 140.
Association of Research Libraries, Washington, D.C. Office of
Management Studies.

PUB DATE- Jan 88

NOTE- 114p.; For an earlier SPEC Kit on this topic, see ED 251 108.

AVAILABLE FROM- Association of Research Libraries, Systems and
Procedures Exchange Center, Office of Management Studies, 1527 New
Hampshire Ave., N.W., Washington, DC 20036 (\$20.00 prepaid).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - General (020) Guides/Methods/Techniques
(For Practitioners) - Non-Classroom Use (055) Reports - Descriptive
(Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Libraries; *Evaluation Criteria; *Evaluation
Methods; Faculty Promotion; Higher Education; Job Performance;
Library Administration; *Library Personnel; *Library Standards;
Merit Rating; Peer Evaluation; *Personnel Evaluation; Professional
Development; Research Libraries; Tenure

This kit and flyer produced by the Systems and Procedures Exchange
Center of the Association of Research Libraries provides documents
submitted by 14 universities that are used in the performance
evaluation of professional library staff. Commentary based on a
thorough review of documents submitted by 60 libraries includes an
overview of the responses; a discussion of criteria used in making
qualitative judgments; appraisal materials and guidelines used;
peer and merit increase review; and trends and issues. Tabulated
survey results are followed by documents arranged in three
categories: (1) Overviews of Procedures--University of California
at Los Angeles, Texas A&M University, University of Oregon,
University of Notre Dame, Northwestern University, Massachusetts
Institute of Technology, and Virginia Polytechnic Institute and
State University; (2) Peer Review--University of Illinois at
Urbana-Champaign, University of Kansas, and University of North
Carolina at Chapel Hill; (3) Merit Increase Review--University of

serve its community adequately. Guidelines are then given for projecting future needs based on space requirements, and for translating the results of service assumptions into space needs. Examination of the library structure also reveals other areas of need/concern, such as improvement of energy efficiency; condition of the heating, ventilating, and air-conditioning system; accessibility to the handicapped; adaptability to future library technologies; and overall effectiveness of the work flow. Work space is provided throughout the text for calculations and notes, as well as sample floor plans and examples which illustrate how to make certain calculations. Appended materials include a list of representative types of special use space and a space needs worksheet. Twelve references are listed. (CGD)

JC

ED 292 483

JC 880 093

Graduate Placement Report Annual Summary, 1987. New Hampshire Technical Institute and New Hampshire Vocational-Technical College. New Hampshire State Dept. of Postsecondary Vocational-Technical Education, Concord.

PUB DATE- 88

NOTE- 14p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)

DESCRIPTORS- *College Graduates; College Transfer Students; Continuing Education; Education Work Relationship; *Employment Patterns; *Job Placement; Migration; Outcomes of Education; Residential Patterns; Salaries; State Colleges; State Surveys; *Technical Institutes; Two Year Colleges; *Two Year College Students; *Vocational Education; Vocational Followup

IDENTIFIERS- *New Hampshire

In 1987, 998 seniors graduated from the New Hampshire Technical Institute and the six New Hampshire Vocational-Technical Colleges (NHVTC's). Of these graduates, 81% were employed, 11% were

PUB DATE- 86

NOTE- 22p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Historical Materials (060)

DESCRIPTORS- College Role; Community Colleges; *Educational History;
*Educational Trends; Letters (Correspondence); *Liberal Arts; *Role
of Education; Simulation; Two Year Colleges; *Vocational Education

The liberal arts-vocational education controversy is examined in this article through a series of fictitious letters based on historical facts that present the thoughts of key educational personalities regarding the community college's role in providing vocational education and liberal arts education. Part I, which takes the form of a letter and information summary addressed to community college students, explains the differences between liberal arts/transfer degree programs and vocational/career programs. Part II offers an overview of the development of the community college curriculum and the numerous reform movements which affected it. The important contributions of the Yale Report of 1828, the Morrill Act of 1862, and post-Civil War expansion and reconstruction efforts are reviewed. Part III presents the fictitious letters, representing the views of Francis Wayland, President of Brown University; Henry P. Tappan, President of the University of Michigan; Henry David Thoreau; a Confederate Civil War Cadet; Ezra Cornell; Charles William Eliot; and James McCosh, President of Princeton University. (EJV)

ED 292 497

JC 880 125

Burke, Thomas

The Jefferson College Learning Center: A Multifaceted Approach to
Education.

Jefferson Coll., Hillsboro, Mo.

PUB DATE- 88

NOTE- 90p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Basic Skills; Community Colleges; Computer Assisted
Instruction; Enrollment Trends; *Learning Resources Centers;
*Organizational Objectives; Program Descriptions; School Holding
Power; Staff Role; Student Characteristics; *Student Development;

A Study of Operating Costs of Branch Campuses and Centers at State Universities and Community Colleges. Report and Recommendations of the Postsecondary Education Planning Commission, 1988, Report 2. Florida State Postsecondary Education Planning Commission, Tallahassee.

PUB DATE- 21 Jan 88

NOTE- 96p.; Prepared in response to Specific Appropriations 534 through 537A of the 1987 General Appropriations Act (Chapter 87-98 Laws of Florida).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Budgets; Community Colleges; Costs; *Educational Finance; Financial Support; Higher Education; Instructional Student Costs; Library Expenditures; *Multicampus Colleges; *Operating Expenses; Questionnaires; Resource Allocation; Salaries; *State Aid; State Surveys; State Universities; *Statewide Planning; Two Year Colleges

IDENTIFIERS- *Branch Campuses; *Florida

In 1988, a study was conducted of the operating costs of the 15 branch campuses and centers operated by the six Florida State universities and of nine representative community colleges in the state. Information provided by the colleges revealed that: (1) in comparison to their main campuses, branch campuses and centers tended to be less expensive per student credit hour and per headcount student for library services and plant operations/maintenance, more expensive for institutional support and student services, and roughly comparable for instruction; (2) there were large differences among the branch campuses and centers on all indicators of cost, including expenditures per student credit hour and per headcount student, ratios of support to instructional expenditures, student credit hours per full-time equivalent position, and the proportion of on-site expenditures to those allocated from the main campus; (3) the branch campuses and centers as a group showed evidence of diseconomies of scale; (4) considerable variation was noted among the community college campuses in expenditures per student credit hour and per headcount student, with the most expensive campus spending 2.1 times as much per student credit hour as the least expensive campus; and (5) the on-site share of total community college campus expenditures was highest in instruction, plant operations/maintenance, and library resources, while lowest in institutional support. Recommendations

DESCRIPTORS- *Adult Students; Black Education; Community Colleges; Educational Status Comparison; *Enrollment Influences; Females; Males; *Part Time Students; Student Costs; Two Year Colleges; *Two Year College Students; Urban Education

IDENTIFIERS- *Current Population Survey

A study was conducted to identify the factors that influence adults to continue their education by taking formal course work on a part-time basis. Using May 1981 Current Population Survey data gathered by the Bureau of the Census, the study assessed the importance of price, socioeconomic characteristics, family income, and unemployment rates in determining adult participation in continuing education. Data from 11 urban areas, each with at least one community college and a variety of other private and public educational institutions, were analyzed. Study findings included the following: (1) approximately 11.3% of the black and white adults in the 11 areas were participating part time in continuing education activities, with enrollment rates lowest in east coast cities and highest in San Francisco (California); (2) for both men and women, prior education, age, and professional employment status were the most important factors distinguishing between participants and non-participants; (3) family income was estimated to be more important than price in determining the probability of enrollment for men, while the opposite pattern emerged for women; (4) a higher regional unemployment rate was a disincentive for male participation in career-related education; (5) attending school for personal enrichment was not associated with higher levels of educational attainment; and (6) women paid less for both career-related and personal-enrichment education than men. An 81-item bibliography is included. (UCM)

ED 292 525

JC 880 164

1988-1989 Institutional Indicators for Proposed Operating Budget.
Howard Community Coll., Columbia, Md.

PUB DATE- 88

NOTE- 81p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Budgets; *College Faculty; College Transfer Students; Community Colleges; Community Services; *Continuing Education; Cooperative Education; *Educational Finance; *Enrollment Trends; Expenditures; Income; Institutional Characteristics; *Student

This report, which is designed to develop a clearer perception of the characteristics of single parents in North Dakota, describes single men and women who lived with their children but without a spouse in 1970 and in 1980. The parents' gender, marital status, race, age, income, poverty status; the number of children with whom they lived; and the mothers' labor force participation are discussed. Comparison of the data indicated that in 1980 a total of 1,300 more North Dakotan children lived in a one-parent home than in 1970. Data from 1979 showed that single mothers had median incomes well below that of two-parent family households in the state. Many single parents were impoverished in 1979, but were nevertheless usually employed. Appendices provide 12 tables, 4 figures, and comments on the data sources: the U.S. Bureau of the Census' 1970 and 1980 Public Use Microdata Samples for North Dakota. (RH)

ED 292 539

PS 017 123

Parental Leave: Estimated Costs of H.R. 925, the Family and Medical Leave Act of 1987. Report to the Subcommittee on Labor-Management Relations, Committee on Education and Labor, House of Representatives.

General Accounting Office, Washington, D.C.

REPORT NO.- GAO/HRD-88-34

PUB DATE- Nov 87

NOTE- 20p.

AVAILABLE FROM- U.S. General Accounting Office, Post Office Box 6015, Gaithersburg, MD 20877 (first 5 copies free; additional copies \$2.00 each; 25% discount on orders of 100 or more).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Children; *Cost Estimates; *Federal Legislation; Federal Programs; Financial Support; *Fringe Benefits; *Health Insurance; *Leaves of Absence; National Programs; National Surveys; Parents; Public Health Legislation

IDENTIFIERS- General Accounting Office; *Parental Leave; Proposed Legislation; Sick Leave

This report examines the estimated costs of implementing H.R. 925, the Family and Medical Leave Act of 1987, as amended. This bill permits employees to take up to 10 weeks of unpaid leave over a 2-year period upon the birth or adoption of a child or serious illness of a child or parent and up to 15 weeks every 2 years for

in responding to the problem. In addition to general recommendations concerning ways to respond to sexual abuse of children, specific recommendations are offered for prevention, detection, investigation, and intervention. (RH)

ED 292 553

PS 017 227

Garnier, Catherine

Representations of Cooperative Interactions and Their Development in Preschoolers (Representation des composantes de la coopération au préscolaire dans des situations ludiques libres).

Quebec Univ., Montreal.

PUB DATE- Oct 87

NOTE- 28p.; The basic document (21p.) is in French; it is preceded by a 5-page precis in English.

AVAILABLE FROM- Centre Interdisciplinaire de Recherche sur l'Apprentissage et le Développement en Éducation (CIRADE), Université du Québec à Montréal, X-7115, C.P. 8888, Succ. A Montréal, H3C 3P8, Quebec, Canada (\$2.00).

LANGUAGE- English; French

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Age Differences; Child Development; *Cooperation; Developmental Stages; Foreign Countries; *Interpersonal Relationship; *Preschool Children; *Social Cognition; *Social Development

Six groups of children 2- to 4-years-old were videotaped and interviewed during five 30-minute free play sessions for the purpose of investigating the evolution of children's conceptions of the process of cooperation. Children's answers were organized into six themes, each of which described some aspect of cooperative activity. For each theme, children's answers were classified according to a hierarchy of four levels. Themes included: (1) group participation; (2) activity within the group; (3) objects used in the activity; (4) rules governing the activity; (5) roles associated with the activity; and (6) coordination of actions. Findings indicate that there is no sudden appearance of a higher level of conceptualization at a given age, but rather a process of maturation of potentialities. In addition, because children's levels of conceptualization were not equivalent for each theme, an analysis of a child's conception of cooperation necessitated the use of more than a single criterion. The children's representation of cooperation was dependent on the way they organized their

PUB DATE- Feb 88

NOTE- 102p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- *Creative Dramatics; *Elementary School Students;

*Gifted; *Learning Activities; Primary Education; *Student

Attitudes; Student Evaluation

A practicum was conducted by a teacher of gifted students in a rural northeastern state in order to develop, implement, and evaluate developmental strategies enhancing dramatics for gifted students attending primary school. Five creative dramatic classroom activity areas were provided for students. Classroom areas were designated for: (1) rhythmic activities; (2) the dramatization of stories; (3) involvement in individual characters; (4) pantomime; and (5) building of a story. Students gathered in three small groups for a period of 2 and one-half hours each week. The groups contained students from first, second, and third grades. The Horst Creative Dramatic Scale, a 6-item, 5-point scale, was devised for use in evaluating each creative skit or story that students invented. Evaluation with the 25-item Pre-Post Horst Attitude Survey indicated that all 16 primary gifted students who participated in the practicum showed an increase in their attitude responses towards creative dramatic activities. Related materials, such as a detailed discussion of the children's dramatic activities, are appended. Early in the summer, students in the several groups performed their skits, scenes, or plays for one another. (RH)

ED 292 568

PS 017 243

Parenting Workshops on Child Development.

Warren-Newport Public Library, Gurnee, IL.

PUB DATE- 87

NOTE- 108p.; Appended booklist is marginally legible.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)

DESCRIPTORS- *Child Development; Disabilities; Discipline;

Guidelines; Infants; *Parent Child Relationship; Parent Education;

*Play; Preschool Children; Reading Aloud to Others; Resource

Materials; Safety; Toddlers; *Toys

Carlson, Sharon M.

Implementing a Teacher Training Program To Develop Skills to Individualize Preschool, Primary, and Intermediate Classrooms.

PUB DATE- Mar 88

NOTE- 196p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Elementary Education; *Elementary School Students;

*Individualized Instruction; *Inservice Teacher Education;

Literature Reviews; Montessori Method; *Preschool Children;

Preschool Education; Primary Education; Program Evaluation; Program

Implementation; *Staff Development; *Teacher Improvement

IDENTIFIERS- *Montessori Schools

A practicum was implemented to train teachers working at a Montessori Learning Center to individualize instruction at the preschool, primary, and intermediate grade levels. The primary goal was to educate teachers about the importance of meeting the individual needs of each child. A 9-month staff training program was developed that provided the instruction, strategies, assistance, coaching, and training in evaluation skills that teachers needed to function effectively in the context of an individualized approach to instruction. The program consisted of: (1) eight weeks of preliminary training sessions; (2) two weeks of student evaluations; (3) two weeks of teacher evaluations; (4) 27 weeks of program implementation and ongoing training sessions; (5) posttesting; and (6) final program evaluation. Four teachers participated in the training program. Evaluation data indicated that students grew socially, emotionally, psychologically, and academically. Teachers successfully individualized students' work, used various instructional methods, analyzed and evaluated students' progress, and improved their own knowledge of classroom materials and understanding of individualized instruction. Eighteen appendices contain related materials. (RH)

levels and sources of family income (including public assistance) varied by region, family size, and occupation. For many of the rural working poor, full-time living wage jobs were not available. Ameliorating policy might develop programs that integrate job development, human capital developing, and equal opportunity. Income support--along with increased availability of affordable child care--may be necessary for poor single family heads whose availability for full-year/full-time employment is limited by family responsibilities. (JMM)

ED 292 596

RC 016 548

Goreham, Gary A.; And Others

The Role of Voluntary Association Membership on Rural Community Residents' Awareness of Community Issues.

PUB DATE- Aug 87

NOTE- 26p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Madison, WI, August 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Citizen Participation; Community Change; Community Organizations; *Individual Characteristics; *Local Issues; Models; Rural Areas; *Rural Population; *Social Influences; Social Status; *Voluntary Agencies

A model was developed to explore the relationship between the personal characteristics of rural community residents, their social involvement, and their social awareness. Specific personal characteristic variables were educational level, gender, gross family income, and marital status. Social involvement variables were personal impact of farm financial strain, knowledge of a financially strained farm operator, and number of voluntary association memberships. Of the 527 rural community residents surveyed, 12.3% were not involved in any voluntary association, and 41% were members of only one voluntary association. Personal characteristic variables weighed heavily in determining the total number of voluntary association memberships. Education and gross family income were significantly related to the total number of voluntary association memberships, while gender and marital status were not significantly related. Of greatest importance in determining awareness of social issues was the degree to which the farm crisis had an impact on the residents personally. Based on

Syron, Lisa

Discarded Minds: How Gender, Race and Class Biases Prevent Young Women from Obtaining an Adequate Math and Science Education in New York City Public Schools.

Center for Public Advocacy Research, New York, NY.

SPONS. AGENCY- New York Community Trust, N.Y.

PUB DATE- Feb 87

NOTE- 94p.; A project of the Full Access and Rights to Education Coalition.

AVAILABLE FROM- Center for Public Advocacy Research, Inc., 12 West 37th Street, New York, NY 10018 (\$6.00).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Equal Education; Females; Low Income Groups; *Mathematics Achievement; Mathematics Anxiety; Mathematics Education; *Minority Groups; Participation; Racial Distribution; Secondary Education; *Secondary School Mathematics; *Sex Differences

IDENTIFIERS- *New York City Board of Education

This study is a systematic investigation of female participation in mathematics and science classes in New York City schools. Six major findings reported include: (1) young women's low levels of participation in mathematics and science reflect the overall low levels of participation and reveal lack of attention to excellence in mathematics and science education as well as the limitations of current policy and practices; (2) young women from racial minorities or from low income families face additional barriers to achievement in mathematics and science in that they have lower rates of participation than both their male counterparts and white females; (3) although young women participate at higher rates than young men in beginning mathematics and science courses, their participation rates drop below young men's in advanced courses; (4) the kinds of policies, programs, and practices that encourage female achievement and participation in mathematics and science are often prohibited by basic features of the educational system; (5) despite the fact that young women constitute 48% of the total school population, gender, race, and class differences are maintained through most policies and practices; and (6) recent reform plans omit concrete efforts to ensure equal opportunity and pay only lipservice to those issues. (PK)

Cole, Donna J.

A Successful Science Program: Through Cooperative Agencies Efforts.
PUB DATE- 88

NOTE- 32p.; Paper presented at the Annual Meeting of the American Association for College Teacher Educators (New Orleans, LA, February 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; Educational Finance; Elementary Education; *Elementary School Science; *Experiential Learning; Federal Aid; Program Development; *School Community Relationship; *Science Curriculum; Science Education; *Science Education History; *Science Instruction; Scientific Literacy; Unified Studies Curriculum

IDENTIFIERS- *Springfield City Schools OH

Science education has become a focal point in recent years for discussion and speculation. Numerous reports indicate that science instruction is not producing high quality education. This document notes many of the changes in science education by citing historical trends in the field since 1940. It then goes on to describe a cooperative unified science program (for grades K-8 in Springfield, Ohio) known as the Modular Approach to Teaching Science (MATS). It outlines the evolution of the MATS program, including. (1) the appointment of a science coordinator; (2) the development of the experientially based unified science curriculum; and (3) the involvement of various contributors to the program, such as the city school system, science specialists, outside consultants, and federal funding. Evaluative comments about the program are also provided. (TW)

Education's Greatest Untapped Resource: Second Career Scientists and Engineers.

National Executive Service Corps, New York, NY.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.

PUB DATE- Feb 87

NOTE- 58p.

Science; Sex Differences; *Spanish
IDENTIFIERS- *Costa Rica

Gender differences have been reported in the United States in the areas of mathematical reasoning favoring males and verbal abilities favoring females. Results from the National Assessment of Educational Progress Science Assessment also have consistently revealed small gender differences favoring males. This paper reports gender differences in Costa Rican elementary and secondary schools and discusses some of the possible mechanisms related to the development of these differences in the Costa Rican context, especially those pertaining to the scientific area. Gender differences are reported for mathematics, science, and Spanish. The grade levels were 4th, 6th, 7th, 10th, and 11th. The data for this analysis were collected as part of larger studies on evaluation of the teaching of the subject matters executed by the Research Institute for the Improvement of Costa Rican Education from 1982 to 1986. Results indicated that at the fourth grade level, there were no significant differences in any subject matter. The boys had significantly better achievement in science and mathematics than did the girls for 6th, 7th, 10th, and 11th grade levels. On the other hand, the girls surpassed the boys in the same grade levels in Spanish, except for 10th grade where no significant sex differences were found. (CW)

ED 292 638

SE 048 986

King, Winston, Comp.; Holbrook, Jack, Comp.

What Research Says to the Science Teacher. ICASE Yearbook Number 2.
International Council of Associations for Science Education.

PUB DATE- 88

NOTE- 131p.; For the ICASE 1987 Yearbook, see SE 048 987.

AVAILABLE FROM- ICASE Executive Secretary, Jack Holbrook, Department of Professional Studies in Education, University of Hong Kong, Hong Kong.

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Collected Works - General (020) Reports -
Research/Technical (143)

DESCRIPTORS- Biology; Chemistry; *Elementary School Science;
Elementary Secondary Education; Mainstreaming; Process Education;
Science Education; Science Experiments; *Science Instruction;
Science Laboratories; Science Teachers; Scientific Attitudes;
*Secondary School Science; *Student Attitudes; *Teaching Methods;

Schools; *Microcomputers; Science Education; Science Experiments;
Science Instruction; *Science Laboratories; *Secondary School
Science; Teaching Methods
IDENTIFIERS- Microcomputer Based Laboratories; Science Education
Research

Effects of microcomputer-based laboratory (MBL) exercises and level of cognitive development on high school biology students' ability to construct and interpret line graphs were investigated. Forty-six students enrolled in general biology classes at a rural high school volunteered to participate in the study. These students were administered instruments to assess the level of cognitive development and line graphing ability. Twenty students were chosen to participate in the study. Experimental students experienced four laboratory exercises that used a microcomputer to gather, display, and graph experimental data. Contrast students experienced the same four laboratory exercises using conventional laboratory equipment and produced line graphs by hand. Effects due to instructional method were found on the assessment of the students' graph construction and interpretation abilities. Students experiencing MBL exercises outperformed the contrast students on graph interpretation tasks. Students experiencing conventional laboratory exercises outperformed the experimental students on graph construction tasks. Effects due to cognitive development were indicated, with those students classified as high cognitive development outscoring those classified as low. Interview data revealed that students applied prior knowledge and experience to the conditions presented by the graph and were led to erroneous conclusions about what the graph actually represented. The students also reached improper conclusions about the interpretation of graphs when they improperly scaled axes. (TW)

ED 292 653

SE 049 003

Koballa, Thomas R., Jr.

The Determinants of Eighth Grade Students' Intentions To Enroll in Elective Science Courses in High School.

PUB DATE- 88

NOTE- 28p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

ED 292 667

SE 049 029

Gilbert, Steven W.

Student Knowledge of Models and Science: Some Findings and Relationships.

PUB DATE- 88

NOTE- 29p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Advance Organizers; Cognitive Development; *College Science; *College Students; Higher Education; *Knowledge Level; *Models; Science Education; *Scientific Concepts; Teaching Method

IDENTIFIERS- Science Education Research

Many science educators are concerned with students' ability to understand science as a process and with their conceptions of scientific knowledge. Preliminary work has shown that the use of a model organizer can result in student perceptions of improved understanding, but the reason for this effect is not known. This research was undertaken to determine whether students' conceptions of models and the model building process could be useful as an organizer for understanding scientific knowledge and process. Subjects were 687 undergraduate general biology students at a comprehensive southwestern university. These students were asked to respond to two similar sets of six statements referring, respectively, to models and model building or scientific knowledge and process. Responses were reduced to a manageable number of descriptive propositions and analyzed. Results indicated that relationships describing the artificial nature of models could be useful if transferred to the students' conception of scientific knowledge. Such an organizer could be counterproductive in other areas, however, if instruction was not given to expand students' awareness of the full range of models and the process of model-building. Students' knowledge of models was less extensive than might have been expected or desired for individuals at this educational level and this points up a possible weakness in the current science curriculum. (Author)

DESCRIPTORS- Ability; Ability Identification; *Creativity;
*Definitions; Educational Change; Elementary Secondary Education;
*Gifted; *Intelligence; *Talent; Talent Identification

This paper reviews literature-based giftedness definitions which have evolved as different manifestations of giftedness have been recognized. Various fields of giftedness are outlined, including mental, creative, specific academic, psychosocial (leadership), performing arts, kinesthetic (athletic), manipulative skills, and mechanical/technical/industrial. An emerging view of creativity is presented, and the relationship between intelligence and creativity is analyzed. The point is stressed that the gifted child should always be seen in terms of his/her totality (physical, social, emotional, mental) and not in terms of giftedness only. (JDD)

Irvine, David J.

A Three-Dimensional Model for Individualizing Instruction for Gifted Students.

PUB DATE- 7 Aug 87

NOTE- 15p.; Paper presented at the World Conference on Gifted and Talented Children (7th, Salt Lake City, UT, August 7, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conferences, Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Ability Identification; *Affective Behavior; Elementary Secondary Education; *Gifted; Individualized Instruction; *Models Program Development; *Talent Identification; *Theory Practice Relationship

A proposed three-dimensional model for identifying the gifted conceives of giftedness as a combination of characteristics. It emphasizes the different qualities of the characteristics as well as the fact that such characteristics exist in degrees or levels, thus helping to avoid thinking of giftedness or its components as being either wholly present or wholly absent in any individual. The model, visualized as a cube, incorporates the three characteristics that are important to achieve a high level of performance: (1) "aptitudes" comprising the vertical dimension; (2) "specific knowledge and skills" the horizontal dimension; and (3) "affective characteristics" the front-to-back dimension. Traits on any of the three dimensions are assumed to be distributed somewhat normally throughout the population, therefore creating a cluster comprising the majority of people in the center of the cube. People with extremely high or low "scores" would be found at the extremes, especially the corners of the cube. The four top corners would contain the identifiably gifted. The combinations of high characteristics represented by each corner present varying challenges for program planning. The model acknowledges that gifted students may be deficient in some areas but includes them and addresses their deficiencies. (VW)

Traits; Evaluation Methods; Information Sources; *Language Acquisition; *Language Tests; Sociolinguistics; *Speech Improvement

A bibliography on Asian Americans contains over 100 citations of articles, papers, monographs, and books in seven categories: culture (language and customs); normal speech and language acquisition (mother-child interaction, form, content, usage, second language acquisition, cognitive development); sociolinguistics (issues, features, language community); communication disorders (incidence, fluency disorders, functional language disorders, voice disorders, hearing disorders, treatment); assessment (test validity, reliability, and standardization, tests, nonstandard approaches, hearing assessment, cognitive assessment); treatment (role of the speech language pathologist, treatment approaches, issues in education materials); and bibliographies. (MSE)

EDRS Price - MF01/PC01 Plus Postage:

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Cognitive Processes; *College Curriculum; Correlation; Higher Education; Intellectual Disciplines; *Interdisciplinary Approach; *Liberal Arts; *Linguistics; *Undergraduate Study IDENTIFIERS- *Cognitive Sciences

Cognitive science has recently emerged as a new interdisciplinary field incorporating parts of psychology, computer science, philosophy, neuroscience, and linguistics. Its goal is to bring the theoretical and methodological resources of the contributing disciplines to bear on an integrated investigation of thought, meaning, language, perception, and mentally guided action. The contributing disciplines have begun to converge on a common paradigm, the computational or information processing view. If conceived of and taught as a broad, integrative area of study, cognitive science deserves a prominent place in the liberal arts curriculum, and linguistics merits a central place because language is the most prominent marker of human intelligence.

Interdisciplinary cognitive science programs are in various stages of development at about 40 higher education institutions in the United States, most drawing on the resources of previously existing departments and faculty. The study of language provides a testing ground for broad questions about the nature and structure of the mind, and can enrich pedagogical and intellectual work in other disciplines with or without an organized program in cognitive science. (MSE)

specific job-related communication was developed. Results indicate that the job-related approach yielded greater interlanguage destabilization and growth toward a more American norm of English. Confounding factors found include existence of competing target languages in the work place and neighborhood, including Black English, Puerto Rican English, Philadelphia English, and standard English. (MSE)

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *Administrator Responsibility;
*College Administration; *College Presidents; Higher Education;
*Leadership Responsibility; Organizational Climate
IDENTIFIERS- *ASHE Annual Meeting

The activities and behavioral patterns associated with the first stage of "taking charge" by a new college president are examined, based on a sample of 14 new presidents: four from major research universities, four from community colleges, three from public four-year colleges, and three from private colleges. The presidents had been in office for 3 years or less at the time they were interviewed. Of concern were the presidents' initial impressions of the institution, the actions they took when they first arrived, the most important problems they had to address immediately, and their recommendations for what new presidents should do during the first few months in office. Most presidents used both passive and active approaches as they employed four routes to discovery: presidents read to obtain information; they learned about the college from senior faculty and other staff; they talked to as many people on campus as possible; and they quickly became familiar with the budget. Circumstances that modified the workings of the discovery process included: institutions in crisis, presidents who had already been employed by the college before assuming this top post, and presidents who had previously served in this post elsewhere. (SW

philosophy. Organizational behavior is used to refer to relationships among actors, actors' attitudes and behaviors, and events in the college. Identifying the actors and their roles is difficult since colleges are increasingly influenced by external agencies and constituent groups. Conventional models consider organizational behavior to be goal-directed and generally portray the institution of a "closed" system. Emergent organizational perspectives, on the other hand, share the following qualities: (1) each institutional context is believed to be unique; (2) there is a recognition that people construct reality for themselves; and it is assumed that all members of an organization have expertise, power, and responsibility. Included are 58 references. (SW)

origin as well as non-credit and correspondence study activity (1982-1987); (2) programs and awards (degree/certificate data for the years 1983-1987); (3) faculty and staff (1986 data); (4) facilities and space (library, building inventory, instructional space utilization, student contact hour load, and capacity of residential buildings for 1986); (5) fiscal analysis (data on restricted and unrestricted revenue, direct private gifts, state financial aid, and tuition rates for the years 1983-1987); (6) comparative statistics (data on state funding, administrative salaries, faculty salaries, tuition, and higher education prices for 1987); and (7) special projects (peer campus expenditures, Colorado's faculty allocation model applied to Alaska, and a 6-year plan survey). (SM)

discusses its application to determining the cost-benefit of instructional development projects. Three types of applications are discussed: (1) descriptive applications of single projects; (2) predictive studies of proposed projects; and (3) comparative analysis of alternative projects and alternative approaches to a single project. Problems involved in current approaches to the cost-benefit analysis of instructional projects are discussed, and the COST-ED model, which was developed to deal with these projects, is presented. Finally, problems still unresolved in this field are considered. The text is supplemented with 12 figures, and a 28-item bibliography is provided. (Author/EW)

California at Riverside, University of Illinois at Urbana-Champaign, Stanford University, Southern Illinois University at Carbondale, and Kent State University. A number of the documents include copies of forms used in the evaluation process, and a 10-item bibliography is provided. (EW)

continuing their education, 2% were not seeking employment, and 4% were seeking employment. Of the 763 graduates employed full time, 96% were employed in their college major or in a related field, 85% were employed in New Hampshire, and 93% commuted to work from their home town. The average full-time starting salary for all graduates reporting salaries was \$17,468, representing a 6% increase over the previous year. This annual placement report provides institutional data on the number of graduates in each program, the numbers employed full and part time, the number continuing their education, the number entering military service, the numbers seeking and not seeking employment, and the number whose status was unknown. In addition, the report provides information on the four-year institutions to which graduates transferred; a breakdown of salaries by type of degree, majors, and individual health fields; a list of the employers who hired 1987 graduates; and a list of placement officers. (EJV)

***Student Personnel Services; Tutorial Programs; Two Year Colleges**

This compilation of statistical tables, promotional materials, advisory letters and related materials for students, and other information provides an overview of the activities, staffing, goals, and objectives of the Jefferson College Learning Center. The primary mission of the Learning Center is to bring the full resources of the institution to bear on helping students develop their full academic and personal potentials through a variety of academic and support activities throughout their college experience. The services provided by the Center include individualized, competency-based basic skills courses; tutorial services in mathematics, English, reading, and study skills; make-up testing; computer-assisted instruction; and college survival skills training. The Center report includes the following types of information: (1) a flow chart showing the relationships of the various aspects of the program (i.e., counseling and placement; learning center; adult basic education; and mainstreaming); (2) staff and their responsibilities; (3) enrollment history, retention rates, and course enrollments and grades; (4) results of a follow-up study of learning center students in mainstream courses, 1977-1982; (5) student characteristics; (6) Learning Center scheduling; (7) student communication; (8) data on the Learning Center's program for high school students; (9) mission and goals statements; (10) fact sheets for faculty; (11) minutes of the Learning Center Advisory Board Meeting; and (12) course outlines. (EJV)

for minimizing costs are included. Two consultants from the National Center for Higher Education Management Systems designed the survey instruments for generating the operational cost data and carried out an analysis of the completed surveys. Their report and the survey instruments are appended. (UCM)

Characteristics; Two Year Colleges; *Two Year College Students;
Vocational Education

This data book provides charts and graphs showing educational and financial trends and projections for Howard Community College (HCC). Part 1 examines enrollment trends and student characteristics, including data by full-/part-time status, day/evening registration, minority status, gender, age, average credit hour load, residence, educational goals, and influences on college choice. Part 2 contains data on credit instruction by program type (transfer, occupational, and cooperative), projected programs, student satisfaction with HCC, employers' rating of the preparation of HCC graduates, and degrees and other formal awards granted. After part 3 traces continuing education enrollments, part 4 presents information on HCC faculty, including full-/part-time faculty ratios, student/faculty ratios, and salary ranges. Community use of HCC facilities is documented in part 5. Finally, part 6 presents fiscal data on HCC's operating budget, expenditures, sources of revenue, state aid, instructional costs, financial aid, and tuition income. (UCM)

their own illness. Upon returning to work an employee is guaranteed the same, or an equivalent, job. In the first 3 years after enactment, firms employing 50 or more people are subject to the legislation, and thereafter firms employing 35 or more people must provide these benefits. Employers would be required to continue health benefits for a worker on unpaid leave on the same basis as if the employee were working. The GAO research entailed the review of studies of employer parental leave policies and practices in the United States and elsewhere to identify: (1) the extent that firms currently offer unpaid leave similar to this legislation; (2) the likely number of users of unpaid leave and the expected length of absence, and (3) how companies cope with the absence of workers taking such a leave. Study results indicate that for leave to care for new children the estimated cost to employers will be about \$90 to \$102 million annually. Estimated cost of leave to care for seriously ill children is between \$10 and \$11 million annually; estimated cost of leave to care for seriously ill parents is \$35 to \$38 million annually; and health insurance cost to employers for temporary medical leave is estimated to be about \$53 to \$61 million annually. The lower figures in these estimates are for firms having 50 or more employees while the higher figures include firms with between 35 and 49 employees. (RWB)

conceptions of the different themes, and the articulation of these themes would undergo adjustments depending on the interrelations the children were involved in. (PCB)

IDENTIFIERS- Play Materials; Sibling Rivalry

The parent education materials in this packet are intended for use by professionals, and some paraprofessionals, who work with children from birth through 5 years of age and with their families. Included are guidelines for choosing playthings for children of any age, and lists of suggested toys for children of various ages, and, in particular, handicapped children. The contents also provide information on child development from birth through 5 years of age, and suggestions about playing with children during each of the first five years. Further information and recommendations are offered for the matters of discipline, sibling rivalry, reading aloud to children, and safety. Included in the packet are a booklist of related readings and a list of additional resources to be made available to parents during mini-workshops. (RH)

this study, community change agents need to consider the use of relationship networks when attempting to disseminate information and advance social change. Change agents must also take into account the fact that persons with less education or with lower gross family incomes will be less likely to hold voluntary association memberships. (JHZ)

AVAILABLE FROM- National Executive Service Corps, 257 Park Avenue
South, New New York, NY 10017 (\$10.00).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires,
Evaluation Instruments (160)

DESCRIPTORS- Elementary School Mathematics; Elementary School
Science; Elementary Secondary Education; Mathematics Education;
Mathematics Instruction; *Mathematics Teachers; *National Surveys;
*Older Adults; Retirement; Science Education; Science Instruction;
*Science Teachers; *Secondary School Mathematics; *Secondary School
Science

At a time when many are concerned with the shortage of qualified
science and mathematics teachers in public schools, a recent survey
was conducted by the National Executive Service Corps (NESC) into
the availability of technical professionals nearing retirement who
have expressed a willingness to teach. The results of the 9-month
study indicates that a substantial number of well-educated and
experienced professionals are potentially strong and viable teacher
candidates. The report contains survey results from individuals in:
(1) corporate management; (2) military leadership positions; (3)
public school districts; and (4) education policy and practice
situations such as teacher organizations and teacher training
institutions. The report concludes that this type of personnel
utilization has the potential to rejuvenate the cadre of science
and mathematics teachers for the future. Copies of the survey
instruments are included. (TW)

***Theory Practice Relationship**
IDENTIFIERS- Science Education Research

There is always the possibility that educational research does not result in developments within the classroom. This yearbook attempts to address that situation by making teachers more aware of what research exists. It contains a collection of articles which deal with such topics as: (1) new teaching strategies; (2) the theoretical background of student reasoning in science; (3) scientific diagrams; (4) girls' and boys' attitudes toward science; (5) creativity; (6) mainstreaming and the science teacher; (7) a laboratory approach to elementary science; (8) the effectiveness of student experiments in biology teaching; (9) a new method for testing the learning of chemical concepts in secondary schools; (10) branching tests and diagnostic tests in chemistry; and (11) a problem-oriented audiovisual teaching unit for chemistry students.
(TW)

DESCRIPTORS- *Adolescents; *Attitude Measures; Behavior Development
Behavior Patterns; *Behavior Theories; *Grade 8; Junior High
Schools; Middle Schools; Science Education; Secondary Education;
*Secondary School Science; Sex Differences; *Student Attitudes

In response to reports that have received widespread attention decrying the failure of science education in the United States to prepare sufficient numbers of scientists, projects have sought to determine what can be done to encourage academically oriented youths to enroll in more science courses in high school and preserve their option of going into a career in science. The purpose of this preliminary study was to test the adequacy of variables proposed by Fishbein and Ajzen's Theory of Reasoned Action as predictors of eighth grade students' intention to enroll in at least one elective science course in high school. Data were collected from 174 eighth grade students. According to the model, intention to perform a behavior is based on: (1) attitude toward behavior; and (2) subjective norms. In order to test this, the researcher opted to study the effects of several variables external to the model's theoretical constructs and to show how they are related to eighth-graders' intentions. Tested were the effects of gender, science grades, and science attitudes. Attitude toward the behavior and subjective norm in combination were found to be statistically significant as predictors of behavioral intention. Because actual enrollment data were not obtained, the results were considered preliminary. (CW)

DOCUMENT RESUME

ED 292 668

SE 049 036

Nakayama, Genzo

Reform of School Science Curriculum for the 21st Century:
Science-Technology-Society Theme in Japanese Context.

PUB DATE- 88

NOTE- 40p.; Paper presented at the Annual Meeting of the National
Science Teachers Association (36th, St. Louis, MO, April 7-10,
1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches,
Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Educational Change; *Educational Trends; *Elementary
School Science; Elementary Secondary Education; *Foreign Countries;
Futures (of Society); *Science and Society; Science Curriculum;
Science Education; Scientific Attitudes; *Secondary School Science;
Technological Advancement; Technology

IDENTIFIERS- *Japan

Today, on the eve of the 21st century, Japan is becoming an internationalized, information centered civilization. The sophistication of modern science and technology will create a demand for people who are highly productive in handling knowledge and sensitive in their manipulation of it. This advance of science and technology will also require an examination of life styles and the recovery of human dignity. The purpose of this report is to describe and discuss the characteristics of school science curriculum, which is now under revision in Japan, with relation to the science-technology-society (STS) theme. The present status of school science curriculum is examined in terms of its aims and objectives, scope and sequence, time allocation for teaching, and attained curriculum based on student assessment. After strengths and weaknesses of the present school science curriculum are assessed, and future needs identified, the major trends in reforming the school science curriculum at elementary and secondary school levels are described and analyzed in terms of the inclusion of the STS theme within the curriculum. (CW)

DOCUMENT RESUME

ED 292 683

SE 049 064

Carpenter, Thomas P.; And Others

Using Knowledge of Children's Mathematics Thinking in Classroom Teaching: An Experimental Study.

SPONS. AGENCY- National Science Foundation, Washington, D.C.

PUB DATE- Apr 88

NOTE- 64p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

GRANT- MDR-8550236

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Addition; Elementary Education; *Elementary School Mathematics; *Instructional Improvement; Mathematics Achievement; Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Number Concepts; *Problem Solving; Subtraction; *Teacher Behavior; *Teaching Methods

IDENTIFIERS- Mathematics Education Research

This study used knowledge derived from classroom-based research on teaching and laboratory-based research on children's learning to improve teachers' classroom instruction and students' achievement. Twenty first-grade teachers, assigned randomly to an experimental treatment, participated in a month-long workshop in which they studied findings on children's development of problem-solving skills in addition and subtraction. Other first-grade teachers (N=20) were assigned randomly to a control group. Although instructional practices were not prescribed, experimental teachers taught problem solving significantly more and number facts significantly less than control teachers. Experimental teachers encouraged students to use a variety of problem solving strategies, and they listened to processes their students used significantly more than did control teachers. They believed that instruction should build upon students' existing knowledge more than did control teachers, and they knew more about individual students' problem-solving processes. Experimental students' exceeded control students in number fact knowledge, problem solving, reported understanding, and reported confidence in problem solving. (Author)

DOCUMENT RESUME

ED 292 698

SO 018 591

Moore, Marian; Tank, Holly

Media Log: A Guide to Film, Television, and Radio Programs Supported by the National Endowment for the Humanities.

National Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE- 86

NOTE- 201p.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Abstracts; Educational Media; Elementary Secondary Education; *Films; Instructional Materials; Mass Media; *Nonprint Media; *Radio; Reference Materials; Resource Materials; *Television

IDENTIFIERS- *National Endowment for the Humanities

This guide describes more than 500 film, television, and radio productions developed through the support of the National Endowment of the Humanities. Designed to identify available materials and stimulate their use by individuals, groups, schools, and organizations, the guide presents information concerning productions under the categories of: (1) United States history; (2) archaeology and anthropology; (3) folk traditions and local history; (4) world culture and history; (5) history, theory, and criticism; (6) the humanities in literature; (7) philosophy, religion, and ethics; and (8) children's programs. An abstract of each program is provided, along with information about length, content, format, awards won, and the name and address of the distribution agent. Pictures are included. (JHP)

ED 292 699

SO 018 600

Mitchell, Greg; Melville, Keith

The Superpowers: Nuclear Weapons and National Security. National Issues Forums.

DOCUMENT RESUME

ED 292 713

SO 018 709

Mungazi, Dickson A.

Education and the Quest for Human Completion: The African and Afro-American Perspectives Compared.

PUB DATE- 21 Mar 87

NOTE- 28p.; Revised version of a paper presented at the Annual Meeting of the New York African Studies Association (Dobbs Ferry, NY, March 20-21, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Access to Education; *African Culture; *African History; *Black Education; *Black History; Black Leadership; Black Power; *Civil Rights; Educational Discrimination; *Equal Education; Group Unity; Political Power; Racial Bias; Racial Relations; School Desegregation; Self Determination

IDENTIFIERS- *Africans

This paper examines the concept of human completion, as applied to both the African and the Afro-American experience, and how the search for completion by the individual influences the collective society. The theoretical concepts of Paulo Freire and Albert Memmi are applied to both groups. Both groups have been denied equal opportunity for education and self-realization. Voting has been used as a means to achieve social and educational goals but has been ineffective when it was not combined with the education necessary to provide critical analytical skills. The search for self-liberation has led to social conflict, as the power structure has prevented the minority from achieving its goals. The conclusions drawn include: (1) that collective action is not possible without individual action, which in turn depends upon the education of individuals; (2) that affirmative action programs are vital in assisting blacks in achieving education; (3) that collective action appears to be fading in the face of uncertain hope for individual achievement; and (4) that colonization still exists in the continued denial of equal opportunity. The problems inhibiting black progress in both groups are: (1) lack of meaningful employment; (2) shortage of housing; (3) breakdown of the family; (4) poverty; and (5) the resurgence of racism. (NL)

DOCUMENT RESUME

ED 292 727

SO 019 009

Fenton, Thomas P., Ed.; Heffron, Mary J., Ed.

Resources on South Africa. Part 1.
Third World Resources, Oakland, CA.

PUB DATE- 87

NOTE- 6p.

AVAILABLE FROM- Third World Resources, 464 19th St., Oakland, CA 94612.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131) Reference Materials - Directories/Catalogs (132) Collected Works - Serials (022)

DESCRIPTORS- Area Studies; Books; Developing Nations; *Educational Resources; Elementary Secondary Education; Foreign Countries; *Information Sources; Organizations (Groups); Reference Materials; Resource Materials; Social Studies

IDENTIFIERS- South Africa

A comprehensive guide to materials about the nation of South Africa for teachers wishing to study that area of the world is given. Part 1 of the guide provides a listing of organizations and books. Over 40 organizations involved in and concerned with issues about South Africa are provided in this section. Each listing provides the name of the organization, the address, and the telephone number. Seventy books about South Africa, its land and its people, are listed alphabetically. Each listing includes the book's name, publisher, date of publication, number of pages, and price. Listings for reference books and study/action guides are also presented. (SM)

ED 292 728

SO 019 017

Becker, James

Global Resources: Teaching about Global Education.

DOCUMENT RESUME

ED 292 742

SO 019 042

Social Studies Program, Grade 2. 1987 Updated Edition.
New York State Education Dept., Albany. Bureau of Curriculum Development.

PUB DATE- 87

NOTE- 201p.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Citizenship Education; Classroom Environment; Course Content; *Grade 2; Learning Activities; Primary Education; Resource Materials; Skills; *Social Studies; State Curriculum Guides

IDENTIFIERS- Conceptual Approach; New York

This curriculum guide is structured around 10 key concepts of the K-6 social studies program including change, citizenship, culture, empathy, environment, identity, interdependence, nation-state, scarcity, and technology. The guide is divided into two sections. Section 1, the teachers's notebook, encompasses: (1) the concept goals of the elementary program; (2) the integration of the skill goals throughout the program; (3) the development of citizenship competency; (4) development of participation projects; and (5) the creation of a positive classroom environment. Section 2, the syllabus, comprises: (1) the grade level overview; (2) K-6 program generalizations; (3) the syllabus symbol key; and (4) explanation of the format. The student explores rural, urban, and suburban communities with the focus on U.S. communities. Communities are studied from the social/cultural, political, economic, geographic, and historic perspectives. Concepts, content understandings, and activities stress the child's role as a social being and self-directed learner. The format of the syllabus is: (1) concepts; (2) content understanding; (3) possible activities; (4) skills/attitudes; (5) student evaluation; and (6) resources. A discussion of methods of integrating handicapped students into the instructional program is appended. (SM)

DOCUMENT RESUME

ED 292 757

SP 029 933

Guidera, Bonner; And Others

Teaching as a Career: The Teaching Assistant Program. (Draft Version).

South Carolina State Dept. of Education, Columbia.

PUB DATE- 87

NOTE- 38p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Demonstration Programs; Fine Arts; High Schools; *High School Students; Program Design; Science Instruction; Second Language Instruction; *Student Recruitment; *Teacher Aides; *Teaching (Occupation)

The Teaching Assistant Program offers a course alternative designed to attract talented high school students to careers in education. This individually tailored course offers an expanded academic program to secondary students in several subject areas that have critical teacher shortages. It introduces them to the many facets of the teaching profession and provides them with practical experiences in instruction at the secondary level. Currently, the target areas are foreign language, fine arts, and science. This guide to the program provides information on salient features of the program, such as: (1) advantages of the program to administrators, teachers, and students; (2) selected content areas; (3) program promotion; (4) selection of faculty and students; (5) screening procedures; (6) scheduling; (7) program administration and coordination; (8) guidelines for structuring the curriculum; (9) generic activities; and (10) specific activities. A curriculum outline form and sample application forms are included. (JD)

ED 292 758

SP 029 939

DOCUMENT RESUME

ED 292 774

SP 030 029

Teaching Teachers: Facts & Figures.
American Association of Colleges for Teacher Education, Washington,

D.C.

PUB DATE- 87

NOTE- 61p.

AVAILABLE FROM- American Association of Colleges for Teacher
Education, 1 Dupont Circle, N.W., Washington, DC 20036 (\$12.00).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive
(Program/Project Descriptions) (141)

DESCRIPTORS- College Faculty; *Education Majors; Higher Education;
*Program Attitudes; *Program Design; *Schools of Education;
Secondary Education; *Teacher Education Programs; *Teacher
Educators; Teacher Salaries

Findings are presented from a survey conducted by the Research
About Teacher Education Project. The project is devoted to
collecting information about institutions of higher education that
engage in teacher education, as well as teacher education programs,
faculty, and students. The data in this report were culled from
analyses of three survey instruments--institutional, faculty, and
students. The institutional survey solicited data characterizing
the institutions and their teacher education programs, mission and
structure, and areas of accreditation for the institutions. Data
specific to teacher education were collected on number and types of
programs, enrollments, level of accreditation and/or state
approval, faculty and student demographics in relation to program
type, program requirements for admission and exit, and faculty
salaries and tenure. Following an introduction, four sections
elaborate on the data collected. Section one presents the context
for teacher education by examining data from the institutions as a
whole and from the education unit. Section two concentrates on the
anatomy of a program with a focus on secondary education. The third
section looks at the education professoriate and section four looks
at the students. The report concludes with a summary of highlights.
(JD)

DOCUMENT RESUME

ED 292 790

SP 030 097

Cornett, Lynn M.; Gaines, Gale F., Comp.

More Pay for Teachers and Administrators Who Do More: Incentive Pay Programs, 1987.

Southern Regional Education Board, Atlanta, Ga.

PUB DATE- Dec 87

NOTE- 29p.

AVAILABLE FROM- Southern Regional Education Board, 592 Tenth Street, N.W., Atlanta, GA 30318-5790 (\$2.50).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Career Ladders; Evaluation Criteria; Full State Funding; *Incentives; *Mentors; Program Attitudes; *Program Effectiveness; Program Evaluation; *State Programs; *Teacher Salaries

This overview of the current status of teacher incentive programs includes information on: (1) support for the programs and leadership for program development; (2) funding patterns; (3) evaluations of specific programs; (4) program objectives and participant attitudes; and (5) commitment to program development. Brief summaries are presented of the status of career ladder, incentive, and mentor teacher programs in each state. State contacts are listed. (JD)

ED 292 791

SP 030 099

Lavelly, Carolyn; And Others

A Descriptive Profile of the Florida Associate Master Teacher. University of South Florida, Tampa.

PUB DATE- 86

NOTE- 32p.

LANGUAGE- English

DOCUMENT RESUME

ED 292 806

SP 030 132

Kwiat, Judy

A Peer Coaching Model for Teachers of Limited English Proficient Students.

PUB DATE- 7 Apr 88

NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Elementary Secondary Education; *English (Second Language); Inservice Teacher Education; *Language Teachers; Limited English Speaking; *Program Effectiveness; Program Implementation; *Staff Development; Students; *Teacher Improvement; Teaching Methods

IDENTIFIERS- *Peer Coaching

This paper examines the hypothesis that teachers can experience significant positive changes in teaching behaviors given an appropriate peer coaching staff development program which ensures accountability, support, companionship, and specific feedback in manageable chunks over an extended period of time. A discussion of the effectiveness of different types of teacher training, the process of coaching, and the characteristics of peer partners includes the implications of coaching for teachers of limited English proficient students. A description is given of a study that implemented a peer coaching model of staff development for mainstream classroom teachers, bilingual education teachers, and English as a second language teachers of students in grades K through 12. The treatment is uniform across teacher groups. Intensive training occurred over a 3-day period at a central location, and is being followed by in-district implementation over a 6-month period. The data presented in this paper reflect preliminary findings after 3 months of implementation. (JD)

DOCUMENT RESUME

ED 292 821

TM 011 199

Tibbetts, Katherine A.; Heath, Robert W.

College Board Performance: Hawaii, the Least Literate State Relative to Resources.

SPONS. AGENCY- NOMOS Inst., Berkeley, Calif.

PUB DATE- Jan 87

NOTE- 21p.; Paper presented to the Hawaii Educational Research Association (January 21, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Aptitude; Aptitude Tests; *College Entrance Examinations; College Preparation; Higher Education; Mathematics Achievement; Performance; Scores; *Verbal Ability

IDENTIFIERS- *Hawaii; *Scholastic Aptitude Test

The performance of Hawaii's students on the College Entrance Examination Board's Scholastic Aptitude Test (SAT) was assessed in the course of a reanalysis of data presented in a 1985 article by E. B. Page and H. Feifs. Separate analyses were conducted on the verbal and math scores used as criterion variables. The predictor variables included the proportion of high school graduates taking the SAT, the proportion of all students who are not Black or Hispanic, student-teacher ratio, teacher salary, per-student expenditure, the proportion of state per-capita income spent on education, average income, and employment rate. Results indicate that, given its resources, Hawaii is the least successful of all the states in preparing its students, regardless of whether they attend private or public school, for higher education. This unfortunate finding is almost wholly can be attributed to student performance on the verbal portion of the SAT; Hawaii's students perform well in relation to other students in the United States on the math portion of the SAT. (TJH)

DOCUMENT RESUME

ED 292 838

TM 011 216

Brennan, Thomas P.; Piechowski, Michael M.

Case Studies of Self-Actualization.

PUB DATE- Apr 87

NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Case Studies; Developmental Stages; *Emotional Development; Individual Development; Individual Psychology; Life Satisfaction; *Personality Development; Personality Measures; *Self Actualization

Case studies of self-actualizing people according to the ideas of A. Maslow and the criteria of K. Dabrowski are presented. To find people meeting the criteria of Level 4 of the Dabrowski theory, a pool of 21 subjects was established by nomination. All subjects were given the Definition-Response Instrument to assess levels of emotional development. One man and three women were selected for study based on their levels of functioning. A life history was obtained from each subject. Interviews were the richest source of material. Three of the four subjects were found to be self-actualizing. They displayed a commonality possessed by self-actualizers, kindness and simplicity in responding to problems basic to humanity. It was possible to assess the degree of self-actualization with the interviews techniques developed. The interview guide, life history questions, and definitions of the dynamisms of self-actualization are included in appendices. (SLD)

ED 292 839

TM 011 217

DOCUMENT RESUME

ED 292 854

TM 011 234

Balian, Edward S.

Multiple Regression Analysis and Reality-Based Teaching: The Ten Essentials.

PUB DATE- May 87

NOTE- 29p.; Paper presented at the Annual International Symposium on Forecasting sponsored by the International Institute of Forecasters (7th, Boston, MA, May 26-29, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Assisted Instruction; *Multiple Regression Analysis; *Prediction; *Teaching Methods

Problems encountered in teaching multiple linear regression forecasting are described, and methods of dealing with such problems are outlined. Problems discussed include: (1) the irrelevance of instructional exercises, (2) data base sizing as a major area of regression "unreality", (3) difficulties in locating or using actual data, (4) neglect of prediction formula accuracy in favor of the multiple regression coefficient, (5) lack of computer assistance in calculation of problems, (6) rigid adherence to the scientific method in presentation of regression forecasting, (7) failure to stress the importance of interpretation of the statistical solution reached, (8) lack of emphasis on written reports to explicate and expand upon statistical results, (9) lack of emphasis on the oral presentation of results, and (10) lack of peer evaluations of oral presentations. (TJH)

ED 292 855

TM 011 236

Sarvela, Paul D.; And Others

A Psychometric Assessment of the Alcohol Behavior, Attitude, and

DOCUMENT RESUME

ED 292 869

TM 011 292

Della-Piana, Gabriel

The Portrayal of Reader-Writer Conferencing.

PUB DATE- 16 Oct 87

NOTE- 27p.; Paper presented at the Annual Meeting of the American Evaluation Association (Boston, MA, October 14-17, 1987). Figures are marginally legible.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Communication Skills; Elementary Education; Language Arts; Reader Response; *Reading Writing Relationship; Teacher Student Relationship; *Teaching Methods; Teaching Skills; Writing (Composition); *Writing Evaluation; Writing Instruction; Writing Skills

IDENTIFIERS- *Reader Writer Conferencing

Reader-writer conferencing was examined as an alternative or complement to the direct assessment of writing. Criteria guiding development of a framework for analysis of reader-writer conferencing were summarized as: (1) achievability; (2) transfer to other domains of writing; (3) importance of the outcomes; (4) inter-scorer agreement; and (5) economy of assessment. The framework for analysis was a classification scheme with reader response recorded on a matrix form for reader response mode and focus, and writer response classified as stock or categorized; elaborations or explanations; and questions, corrections, or disagreements. Portrayal of the conferencing session was explored through the use of transcripts compared with the use of graphic and narrative summaries. The graphic and narrative method better allowed the teacher to analyze conferencing techniques. Attachments illustrate actual teacher-student conferences in terms of interactive actions/items (episodes, questions, prescribes, explains, supports, describes, associates, and manages). (SLD)

DOCUMENT RESUME

ED 292 885

TM 011 347

Schiefele, Ulrich; And Others

Conceptualization and Measurement of Interest.

PUB DATE- Apr 88

NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). For a related paper, see TM 011 348.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Cognitive Processes; Educational Theories; Intentional Learning; *Interest Research; *Learning Motivation; Personality Measures; *Psychological Studies; Student Attitudes; *Student Interests; Student Motivation

A theory of interest is presented, with comments on the assessment of interest in a student. The concept of interest as an affective state, elicited by certain characteristics of the material, is not sufficient, since situational factors do not seem solely responsible for making information more interesting. The educational interest theory here proposed consists of a differential sub-theory addressing inter- and intra-individual differences, an actual-genetic theory of interest-oriented behavior, and an ontogenetic sub-theory of the development and change of interest throughout life. Assessment of interest must involve all three of its components. Presented as an example of such assessment is the Study Interest Questionnaire (SIQ), which was developed to assess students' interest in their major. A copy of the SIQ is appended. (SLD)

ED 292 886

TM 011 348

Schiefele, Ulrich; Krapp, Andreas

DOCUMENT RESUME

ED 292 900

UD 026 064

Sickle Cell: A Selected Resource Bibliography.

National Center for Education in Maternal and Child Health,
Washington, DC.

SPONS. AGENCY- Health Resources and Services Administration
(DHHS/PHS), Rockville, MD. Office for Maternal and Child Health
Services.

PUB DATE- Sep 86

NOTE- 56p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131) Reference
Materials - Directories/Catalogs (132)

DESCRIPTORS- Audiovisual Aids; Clinical Diagnosis; Databases;
Diseases; Genetics; *Health Education; *Health Materials; Health
Programs; Medical Libraries; Medical Research; Public Policy;
Screening Tests; *Sickle Cell Anemia

IDENTIFIERS- Child Health Care; Health Counseling; *Maternal Health

This annotated, selective bibliography lists the following types of educational and informational material on both sickle cell disease and trait: (1) professional education materials; (2) fact sheets, pamphlets, and brochures; and (3) audiovisual material. A selected list of references is provided for the following topic areas: (1) genetic counseling; (2) overview for allied health professions; (3) pathophysiology, diagnosis, and medical management; (4) pregnancy and sickle hemoglobinopathies; (5) prenatal diagnosis; (6) psychological aspects; (7) public policy; (8) screening: ethical, legal, and social aspects; and (9) sickle cell trait. Appendices present the following information: (1) source list; (2) comprehensive sickle cell centers; (3) screening and education clinics; (4) regional medical libraries; (5) selected online data bases on the Medlars network; and (6) state genetic service coordinators. (BJV)

DOCUMENT RESUME

ED 292 914

UD 026 083

Singer, Eliot A.

What Is Cultural Congruence, and Why Are They Saying Such Terrible Things about It? Occasional Paper No. 120.

Michigan State Univ., East Lansing. Inst. for Research on Teaching. SPONS. AGENCY- Department of Education, Washington, DC.; Michigan State Univ., East Lansing.

PUB DATE- Mar 88

NOTE- 40p.

AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Classroom Communication; *Classroom Techniques; *Cultural Awareness; *Cultural Context; Cultural Differences; Elementary Secondary Education; Ethnicity; Ethnography; Experience; Intercultural Communication; Interpersonal Relationship; *Minority Group Children

IDENTIFIERS- Cultural Sensitivity

Certain scholars in anthropology and education have recently suggested as an approach to combat school failure for minority students the concept of cultural congruence--the idea that learning is best accomplished in classrooms compatible with the cultural context of the communities they are supposed to serve. Although this concept is yet to be fully articulated as theory or extensively realized in practice, it has already received considerable criticism for "blaming the victim," for denying the possibility of "breaking with experience," and for being too difficult for practicing teachers to apply. This paper attempts to clarify just what is meant by cultural congruence, and argues that most of these criticisms assume a far more total merger of community and school than the modest and limited model favored by proponents of cultural congruence, who are simply talking about minimizing differences in speaking and social interactional styles in the classroom. In this limited form, cultural congruence can be a useful addition to educators' repertoire for dealing with

DOCUMENT RESUME

ED 292 928

UD 026 098

Bacon, Stephen Barcia

The Effects of Racially Homogeneous and Heterogeneous Outward Bound Groups on the Self-Report Survey Scores and Drop Out Rates of Minority Students.

Outward Bound USA, Greenwich, CT.

PUB DATE- 88

NOTE- 24p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Dropout Rate; Dropouts; Ethnic Distribution; Ethnic Relations; Group Dynamics; *Group Experience; Group Unity; *Heterogeneous Grouping; High Schools; High School Students; Homogeneous Grouping; Individual Development; Minority Group Children; *Peer Groups; Pretests Posttests; *Racial Composition; *Racial Relations; White Students

IDENTIFIERS- *Outward Bound; Self Report Measures

In order to evaluate the contention that an Outward Bound course grants individuals the opportunity to learn to live and work with people very different from themselves, 85 minority high school students on scholarships were randomly assigned to one of two groups. Each attended 14 to 20 three-day Outward Bound programs in the summer of 1981. The "homogeneous" group, composed of 25 students, attended Outward Bound in groups composed of 100 percent minority students. The "heterogeneous" group, composed of 60 students, attended Outward Bound in groups that were approximately 30 percent minority and 70 percent Caucasian. The differences between the two groups in dropout rates and pre- and posttest scores on the Self-Report Survey (SRS) were examined. None of the students in the homogeneous groups and 15 percent of the students in the heterogeneous groups became motivational dropouts. However, using a multivariate repeated measures analysis on the subscales of the SRS, it was discovered that the students in the heterogeneous groups improved significantly more than the students in the homogeneous groups. The reasons for the differences in dropout rate and SRS scores are discussed, caveats about the research design are offered, and recommendations for further research are made. The following conclusions are offered: (1) heterogeneous groups provide

DOCUMENT RESUME

ED 292 942

UD 026 120

Haberman, Martin

Recruiting and Selecting Teachers for Urban Schools. ERIC/CUE Urban Diversity Series, Number 95.

ERIC Clearinghouse on Urban Education, New York, N.Y.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Nov 87

NOTE- 76p.

CONTRACT- OERI-400-86-0015

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC

Information Analysis Products (071) Reports - Descriptive

(Program/Project Descriptions) (141) Opinions/Personal

Viewpoints/Position Papers/Essays (120) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Admission Criteria; Curriculum Development; Educational Change; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Schools of Education; Student Characteristics; *Student Teaching; *Teacher Characteristics; *Teacher Education; Teacher Qualifications; *Teacher Recruitment; *Urban Education; Urban Schools

This monograph reviews literature on, and presents recommendations for, recruiting and selecting students who will train to become teachers for urban schools. Studies show that urban patterns of poverty, early parenthood, and other social ills make urban school children at high risk for academic failure. There is a critical shortage of teachers in urban schools especially minority teachers. In addition, many of the present teachers are not trained for urban teaching. Teacher training institutions must develop new programs to train, recruit, and retain properly trained teachers. The programs must include faculty and curricula which effectively prepare students for the urban school experience. Full year, supervised intern teaching in an urban setting should be required before certification. The monograph contains discussions on the following topics: (1) the educational reform literature; (2) the continuing and increasing need for teachers in urban schools; (3) admission criteria for teacher education programs; and (5) the

ED 292 669

SE 049 037

Champagne, Audrey B., Ed.; Hornig, Leslie E., Ed.

The Science Curriculum. The Report of the National Forum for School Science (Crystal City, Virginia, November 14-15, 1986). This Year in School Science 1986.

American Association for the Advancement of Science, Washington, D.C.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.

REPORT NO.- ISBN-0-87168-291-5

PUB DATE- 87

NOTE- 274p.; Charts and drawings may not reproduce well.

AVAILABLE FROM- American Association for the Advancement of Science, 1333 H Street, NW, Washington, DC 20005 (\$13.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010) Collected Works - Proceedings (021)

DESCRIPTORS- *Elementary School Mathematics; *Elementary School Science; Elementary Secondary Education; *Mathematics Curriculum; Mathematics Education; Mathematics Instruction; *Science Curriculum; Science Education; Science Instruction; *Secondary School Mathematics; *Secondary School Science; Standardized Tests

The outgrowth of a conference on how science education can best meet the needs and expectations of society, this volume is designed to provide a source of information and ideas about the future of the school science curriculum. It contains 15 papers, including: "Critical Questions and Tentative Answers for the School Science Curriculum" (Audrey B. Champagne and Leslie E. Hornig); "The School Science Curriculum: Principles for a Framework" (P. J. Black); "A Match or Not a Match: A Study of Intermediate Science Teaching Materials" (Rosalie A. Cohen); "Project 2061: Education for a Changing Future" (F. James Rutherford, Andrew Ahlgren, Patricia Warren, and Janice Merz); "Data Resources to Describe U.S. Precollege Science and Mathematics Curricula" (Dorothy M. Gilford); "The Science Report Card: A Description of the 1985-86 NAEP Science Assessment and the Higher Order Skills Assessment Pilot Study" (Ina V. A. Mullis); "The Second International Mathematics Study: Major Findings and Implications" (Kenneth J. Travers); "The Current Status of Science Curricula: Insights from the Second International Science Study" (Willard J. Jacobson); "Science Curricula: An International Comparison Between the United States and the USSR" (Catherine P. Ailes and Francis W. Rushing); "Developing a National Indicator System for Monitoring Mathematics and Science Education" (Richard A. Shavelson, Jeannie Oakes, and Neil Carey); "Assessing the Quality of the Science Curriculum" (Senta A. Raizen); "What's

ED 292 684

SE 049 067

Singer, Judith D.; Willett, John B.

Opening Up the Black Box of Recipe Statistics: Putting the Data Back into Data Analysis.

PUB DATE- Apr 88

NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reference Materials - Bibliographies (131) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *College Mathematics; Data Collection; Higher Education; *Mathematical Applications; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; *Statistical Analysis; *Statistical Data; Statistics

IDENTIFIERS- Mathematics Education Research

Statistics tend to become interesting to non-methodologists when taught in a research context that is relevant to them. Real data sets supplemented by sufficient background information can provide just such a context. Despite this, many textbook authors and instructors of applied statistics rely on artificial data sets to illustrate statistical techniques. In this paper, it is argued that artificial data sets should be eliminated from the curriculum and that they should be replaced with real data sets. Towards this end, a rationale for using real data sets and the characteristics that make data sets particularly good for instructional use are described. The difficulties encountered when using real data and strategies for compensating for these drawbacks are also discussed. Two authentic data sets and an annotated bibliography of dozens of primary and secondary data sources are included. (Author/PK)

ED 292 685

SE 049 069

North Dakota Elementary Science Curriculum Guide K-6.

Brown Univ., Providence, RI. Center for Foreign Policy Development.;
Domestic Policy Association, Dayton, OH.; Public Agenda Foundation,
New York, NY.

PUB DATE- 87

NOTE- 47p.; For a teacher's guide, see SO 019 200. Photographs and
illustrations may not reproduce well.

AVAILABLE FROM- National Issues Forums, 100 Commons Road, Dayton, OH
45459-2777 (\$3.00).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques
(For Practitioners) - Classroom Use - Instructional Materials (For
Learners) (051)

DESCRIPTORS- Disarmament; *International Relations; *National
Defense; *National Security; *Nuclear Warfare; Social Studies;
World Problems

IDENTIFIERS- Forums; Issue Differentiation; *Nuclear Weapons; *USSR
Designed to stimulate thinking about United States-Soviet
relationships in terms of nuclear weapons and national security,
this document presents ideas and issues that represent differing
viewpoints and positions. Chapter 1, "Rethinking the U.S.-Soviet
Relationship," considers attempts to achieve true national
security, and chapter 2, "Peace through Strength: Regaining the
Upper Hand," suggests that the chief threat to the United States is
Soviet aggression and that the only method to ensure peace is to
increase U.S. military force. Chapter 3, "A Safer Competition:
Cooperating on the Nuclear Issues," asserts that the nuclear arms
race, not Soviet expansion, is the real threat to U.S. security,
while chapter 4, "Common Concerns: Working with the Soviets,"
indicates that tensions between the superpowers pose the greatest
threat to security. Avoiding entangling alliances and a global
military presence that heightens the chances of confrontation are
the themes of chapter 5, "America on Its Own: Redefining Our Global
Commitments." Chapter 6, "Which Direction for Superpower
Relations?" suggests that viewpoints about nuclear arms and
national security depend upon how individuals assess various risks
and dangers. (JHP)

ED 292 700

SO 018 603

The Blessings of Liberty: Quotations on the Constitution.
Department of Defense, Washington, D.C.

ED 292 714

SO 018 714

Reische, Diana L.

Citizenship: Goal of Education.

American Association of School Administrators, Arlington, Va.

REPORT NO.- ISBN-0-87652-114-6

PUB DATE- 87

NOTE- 102p.; Prepared through a grant from the M. R. Robinson Fund.

AVAILABLE FROM- AASA Publications, 1801 North Moore Street,

Arlington, VA 22209 (\$7.95).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use

(055)

DESCRIPTORS- Citizen Participation; *Citizen Role; *Citizenship

Education; *Civics; Curriculum Development; Elementary Secondary

Education; Social Studies; United States Government (Course)

The central question of this book is, how can schools that are already overloaded with assignments from society find the time and techniques to produce effective citizens? Six chapters examine this problem. Chapter 1 documents the need for civic education and the problems related to providing an effective civic education. Chapter 2 explores the many different interpretations of citizenship education and determines that it stems from all educational experiences. A discussion of the different content areas and approaches associated with citizenship education is presented in chapter 3. State mandates and the place of citizenship education in the elementary, junior high, and high school curricula are outlined in chapter 4. Methods of providing hands-on experience to students through youth participation programs are outlined in chapter 5. The concluding chapter discusses ways to use the bicentennial celebration to revitalize citizenship education. A five-page list of references is provided, and the book concludes with 21 recommendations for strengthening civic education. (SM)

ED 292 715

SO 018 716

ERIC Clearinghouse for Social Studies/Social Science Education,
Bloomington, IN.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Dec 87

NOTE- 29p.

CONTRACT- 400-86-0020

AVAILABLE FROM- ERIC Clearinghouse for Social Studies/Social Science
Education, 2805 East Tenth Street, Suite 120, Smith Research
Center, Bloomington, IN 47405.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC
Information Analysis Products (071) Reference Materials -
Bibliographies (131) Other/Miscellaneous (Not Classifiable
Elsewhere) (999)

DESCRIPTORS- Audiovisual Aids; *Educational Resources; Elementary
Secondary Education; *Global Approach; Information Sources;
International Education; Periodicals; Social Studies

This resource packet was designed to help the classroom teacher
with teaching about global education. The packet encompasses
resources from professional organizations, documents from the
Educational Resources Information Center's (ERIC) Resources in
Education (RIE), journal articles from ERIC's Current Index of
Journals in Education (CIJE), commercial materials, and audiovisual
materials. Professional organizations involved in the enterprise of
global education are listed, along with programs and projects they
have sponsored and their addresses. A comprehensive listing of
documents that have been entered into the ERIC system is presented,
accompanied by each document's abstract and ordering information.
Documents range from information on developing a global perspective
in the social studies program to global education activities.
Articles from CIJE are listed, along with their annotations and
ordering information. Available commercial materials are
summarized, accompanied by the publisher name, address, and price.
Audiovisual materials, appropriate to the study of global
education, are featured along with their publishers and addresses.
(SM)

ED 292 729

SO 019 024

Educator's Guide to Perspectives.

Procter and Gamble Educational Services, Cincinnati, OH.

PUB DATE- 88

Larson, Joanne; And Others

Social Studies Program, Grade 6. 1987 Updated Edition.

New York State Education Dept., Albany. Bureau of Curriculum Development.

PUB DATE- 87

NOTE- 223p.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Citizenship Education; Classroom Environment; Course Content; *Grade 6; Intermediate Grades; Learning Activities; Resource Materials; Skills; *Social Studies; State Curriculum Guides; Student Evaluation

IDENTIFIERS- Conceptual Approach; New York

This sixth grade program is designed to bring students to a fuller realization of their relationship with other members of different world communities. Skills, concepts, and content form the curriculum model for this social studies program. The course content is derived from history, geography, economics, politics, and society. The skills developed are gathering information, using information, presenting information, participating in interpersonal and group relations, and self-management. The key concepts are change, citizenship, culture, empathy, environment, identity, interdependence, nation-state, scarcity, and technology. The guide is divided into two sections. Section 1, the teachers' notebook: (1) defines the concept goals of the elementary program; (2) defines the skill goals of the elementary program; (3) includes forms for student evaluation; (4) provides guidelines for linking literature to social studies; (5) identifies competencies for developing citizenship; (6) describes participation projects; and (7) delineates ways to create a positive classroom climate. Section 2 of the guide is the syllabus, which contains: (1) the grade level overview; (2) K-6 program generalizations; (3) the syllabus symbol key; and (4) explanation of the format. The format of the syllabus includes: (1) concepts; (2) content understandings; (3) possible activities; (4) possible skills/attitudes; (5) evaluation; and (6) resources. (SM)

High School Football Injury Surveillance Studies, 1987.
National Athletic Trainers' Association, Inc., Greenville, NC.
PUB DATE- 88

NOTE- 25p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Athletes; Athletic Coaches; *Football; High Schools;
*High School Students; *Injuries; *Team Sports

This series of newsletters and fact sheets provides information on the incidence of sport-related injuries in scholastic sports. The following topics are addressed: (1) how the National Athletic Trainers' Association (NATA) measures the number and severity of injuries; (2) facts about NATA; (3) injuries to high school football players; (4) conditions under which football injuries occur; (5) typical high school football injuries; (6) guidelines for parents of student athletes; and (7) a breakdown of time-loss injuries sustained in various parts of the body. (JD)

ED 292 759

SP 029 940

Girls' High School Basketball Injury Study, 1986.
National Athletic Trainers' Association, Inc., Greenville, NC.
PUB DATE- 87

NOTE- 15p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Athletes; *Basketball; High Schools; *High School Students; *Injuries; National Surveys; Team Sports; *Womens Athletics

IDENTIFIERS- National Athletic Trainers Association

These National Athletic Trainers' Association (NATA) newsletters contain information on injuries sustained by girls who participate in high school basketball. Types of injuries are listed with a breakdown of injuries during games and practice, and of the parts of the body affected. A fact sheet is included outlining the qualifications and responsibilities of NATA-certified athletic trainers. Data on types of injuries are presented on a pie-chart. (JD)

ED 292 775

SP 030 034

Overseas Employment Opportunities for Educators. Department of Defense Dependents Schools, School Year 1988-89.

Dependents Schools (DOD), Washington, D.C.

PUB DATE- 88

NOTE- 59p.; For Updates, see ED 265 124. Photographs will reproduce poorly.

AVAILABLE FROM- Department of Defense, Office of Dependents Schools, 2461 Eisenhower Ave., Alexandria, VA 22331-1100 (free).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Community Colleges; Elementary Secondary Education;

*Employment Opportunities; *Foreign Countries; *Military Schools;

*Overseas Employment; *Teacher Recruitment; Travel; Two Year Colleges

This brochure contains information with regard to teacher recruitment procedures for employment in schools operating on United States military bases overseas. The elementary and secondary schools and community colleges provide education for children of military and civilian personnel assigned overseas and are similar to schools in the United States using the same courses and standard textbooks. The following topics are covered: (1) eligibility; (2) position categories and special requirements; (3) application procedures; (4) basic program information and entitlement; (5) housing, living, and working conditions; and (6) shipment of household goods and personal effects. Attachments include: (1) a supplemental application for employment with Department of Defense Dependents Schools; (2) an application for federal employment; (3) a form for verification of professional educator employment for salary rating purposes; (4) a questionnaire; and (5) a professional evaluation form. (JD)

ED 292 776

SP 030 035

Buchmann, Margret

Practical Arguments Are No Accounts of Teacher Thinking: But Then,

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; Educational Background; Elementary Secondary Education; Enrichment Activities; *Leadership Qualities; *Master Teachers; Professional Associations; *Professional Development; Teacher Background; *Teacher Characteristics; Teaching Experience

IDENTIFIERS- *Florida Master Teacher Program; *Institute for Instructional Research and Practice

A survey was conducted of participants in the 1984/85 Florida Master Teacher Program to determine variables on which award recipients and non-recipients differed, apart from the superior scores obtained on the content area tests and/or the performance evaluation. A descriptive profile of the Associate Master Teacher was developed from the results of the survey. A total of 1,903 Associate Master Teachers responded to the survey questionnaire. A description of the respondent sample is given in this report, followed by an analysis of program participants' responses in the following broad areas: (1) demographic characteristics; (2) academic background; (3) teaching experience; (4) professional growth and development activities; (5) degree and nature of involvement and leadership roles in professional organizations; (6) previous professional awards or recognition received; and (7) certification fields. A number of significant features contributing to a profile of the Florida Associate Master Teacher are presented. Data from the survey are presented in tables. (JD)

ED 292 792

SP 030 100

Lavelly, Carolyn; And Others

Expertise in Teaching: Expert Pedagogues.

University of South Florida, Tampa.

PUB DATE- Nov 86

NOTE- 12p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Cognitive Psychology; Comparative Analysis; Elementary Secondary Education; Games; Intellectual Disciplines; *Meta Analysis; Schemata (Cognition); *Teacher Behavior; *Teacher Effectiveness; Teacher Evaluation

IDENTIFIERS- *Institute for Instructional Research and Practica

Bain, Linda L.

The Social Construction of Biological Knowledge.

PUB DATE- Apr 87

NOTE- 18p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Las Vegas, NV, April 13-17, 1987). Document may not reproduce well.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Brain Hemisphere Functions; Curriculum Development;

*Data Interpretation; Health Education; Information Dissemination;

*Physical Education; *Research Utilization; Sex Differences;

*Social Values

IDENTIFIERS- *Health Promotion

The influence of biological science research on the development of physical education curriculum is examined in this paper. The social construction of scientific knowledge is described as occurring in the selection of problems to be studied, the collection and interpretation of data, the dissemination of results, and the educational uses of knowledge. Each of these aspects of the social construction of biological knowledge as they apply to physical education is examined. Two topics serve as examples of the relationship between biological science research and physical education curriculum: mind-body dualism, and sex differences in performance. The significance of recent research on cerebral hemispheres for understanding of the movement experience is cited as one example. As the second example, the risk that research on gender differences in performance may reinforce the ideology of male superiority is pointed out. In considering the dissemination and application of knowledge, the question is raised of the dangers implicit in the sometimes fallacious interpretation of research on obesity being disseminated as fact in some health promotion endeavors. (JD)

Ho, Hsiu-hwang

Methodology and Critical Thinking.

PUB DATE- 87

NOTE- 9p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Creative Thinking; *Critical Thinking; Evaluative Thinking; Higher Education; Logical Thinking; *Scientific Methodology

Many different courses are offered at the college level to promote critical thinking. Teachings in critical thinking without a proper reflection on methodological foundations can be useless. Reflection upon inductive and deductive methodologies of thinking is necessary to the development of critical thinking abilities. It must be remembered that the aim of critical thinking education is to advance effective thinking, productive thinking, creative thinking, and problem solving. Future efforts in the area of critical thinking education should focus on questions of value and value judgments, distinctions between reality and ideologies used to explicate reality, an understanding of the evolutionary nature of rationality and methodology, and the role of philosophy in the teaching and learning of critical thinking. (TJH)

Melancon, Janet G.; Thompson, Bruce

Measurement Characteristics of a Test of Field-Independence:

Literature Review and Development of the Finding Embedded Figures Test.

PUB DATE- 11 Nov 87

NOTE- 70p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cognitive Style; Computer Assisted Testing; *Field Dependence Independence; Multiple Choice Tests; *Perception Tests;

Turner, Susan D.

A Comparison of Tenth and Twelfth Grade Students' Essay Writing Performance.

PUB DATE- 87

NOTE- 14p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Capitalization (Alphabetic); *Essays; Grade 10; Grade 12; High Schools; Longitudinal Studies; Punctuation; *Secondary School Students; Sentence Structure; *Writing (Composition); Writing Evaluation; Writing Improvement; Writing Skills

A longitudinal study of advanced senior high students' writing abilities indicates that, over a three-year period, students exhibit significantly improved writing skills. Follow a continuous program of writing enhancement, graduating seniors exit the system with reasonable or better than reasonable skills in essay organization, sentence formation, word usage, capitalization, and punctuation. A feature analysis provides additional evidence of changed performance. As seniors, students write longer essays that contain lengthier sentences and a greater number of paragraphs. Data are presented in table form. (Author)

ED 292 840

TM 011 218

Wesche, M.; And Others

The Ontario Test of English as a Second Language (OTESL): A Report on the Research.

Ottawa Univ. (Ontario). Centre for Second Language Learning.

SPONS. AGENCY- Ontario Dept. of Education, Toronto.; Ontario Ministry of Colleges and Universities, Toronto.

REPORT NO.- ISBN-0-7729-2613-1

PUB DATE- 87

NOTE- 56p.

CONTRACT- 0661

AVAILABLE FROM- Publication Sales, The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, M5S 1V6
Canada. MGS Publications Services, 880 Bay Street, 5th Floor, Toronto, Ontario, M7A 1N8, Canada. Respective orders must be accompanied by a check or money order payable to the corresponding addressee.

LANGUAGE- English

Awareness Inventory.

PUB DATE- 88

NOTE- 14p.; Paper presented at the Annual Meeting of the Association for Advancement of Health Education (Kansas City, MO, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Alcohol Education; *Alcoholism; *Behavior Disorders; College Students; *Construct Validity; Factor Analysis; Higher Education; Personality Measures; Psychological Evaluation; *Psychometrics; Student Attitudes

IDENTIFIERS- *Alcohol Behavior Attitude and Awareness Inventory
Psychometric properties of the Alcohol Behavior, Attitude, and Awareness Inventory (ABAA Inventory) were assessed using data collected in 1987 from 799 university students. Results suggested that the ABAA Inventory was internally-consistent ($\alpha = .82$) and stable over time (test-retest coefficient = .77). Subscale alphas ranged from .45 to .92, while subscale test-retest coefficients ranged from .59 to .89. A panel of experts determined that the instrument was representative of the domains under study, indicating content validity. Instrument construct validity was appraised using factor analysis. The initial factor analysis produced 15 factors with eigenvalues greater than 1. A principal component factor analysis, set at eight factors with a varimax rotation, produced eight factors with eigenvalues ranging from 6.63 to 1.57. Convergent and discriminant construct validity were studied through general correlation matrices. As measured by the SMOG test, Inventory items were at the seventh grade reading level. The average time needed to complete the instrument ranged from 9.26 to 17.17 minutes. This paper describes the ABAA Inventory's psychometric properties as well as its applications in the school and community health setting. (Author)

ED 292 856

TM 011 238

Pedrini, D. T.; Pedrini, B. C.
The GRE Subject Test in Psychology.

PUB DATE- 87

NOTE- 11p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General

Austin, C. Danford; And Others

Competency Screening Trends for Teacher Education.

Michigan State Dept. of Education, Lansing. Teacher Preparation and Certification Services.

PUB DATE- Feb 87

NOTE- 23p.; Paper presented at the Michigan School Testing Conference (February 24-25, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)

DESCRIPTORS- *Competency Based Teacher Education; Personnel Evaluation; Public Opinion; Screening Tests; State Surveys; *Teacher Education; Teacher Effectiveness; Teacher Evaluation; Teacher Qualifications

IDENTIFIERS- *Michigan; *Teacher Competency Testing

A statewide survey was conducted by the Michigan State Board of Education to determine public opinion on teacher competency testing. Concern about the quality of education in the United States has risen as students' performance on achievement tests has declined. Accountability, competency, and effective teaching are often seen as synonymous with the present reform movement in teacher education. The survey found that 97% of those polled favored competency tests in content areas in which instructors were teaching. To reward superior teaching, 76% agreed that salaries should be connected to an effective evaluation system. Competency screening is only one aspect of the present educational reform movement, but it is one that has captured the attention of the public. The appendix contains a summary of recent changes in teacher preparation, a copy of Enrolled Senate Bill No. 447, and a list of state mandated tests for the whole country. (SLD)

Crowe, Kevin; Snow, Mary

Nevada Validity and Standard Setting Study of the Pre-Professional Skills Test.

Nevada State Dept. of Education, Carson City. Div. of Planning and Evaluation.

The Impact of Interest on Qualitative and Structural Indicators of Knowledge.

PUB DATE- Apr 88

NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). For a related paper, see TM 011 347.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- College Freshmen; Higher Education; *Interest Research; *Knowledge Level; *Learning Motivation; Psychological Studies; Questionnaires; Research Methodology; Student Attitudes; *Student Interests; Student Motivation

The impact of interest on specific quantitative and qualitative measures was studied by examining the relationship between interest in research methodology by education students and knowledge in the area. The "Study Interest Questionnaire" (Winteler and Sierwald, 1987) and a questionnaire on interest in empirical research methodology were administered to 21 freshmen education students with little prior knowledge of methodology and 17 control subjects. Students who had a high degree of interest at the beginning of the semester had a greater proportion of technically appropriate word associations in response to subject matter stimulus terms. Qualitative differences in knowledge existed, confirming that topic interest has an impact on knowledge acquisition. The methodology interest questionnaire is presented; and the results are provided in two tables, two graphs, and three flowcharts. (SLD)

ED 292 887

TM 011 350

Mislevy, Robert J.

Item Response Theory in Educational Assessment.

PUB DATE- Apr 88

NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)

DESCRIPTORS- *Educational Assessment; Evaluation Methods; *Item

Aranda, Mario J., Ed.

Family Resource Coalition Report. Voices and Issues: A Celebration of Hispanic Diversity.

Family Resource Coalition, Chicago, IL.

PUB DATE- 87

NOTE- 22p.; Special issue on Hispanic families.

AVAILABLE FROM- Family Resource Coalition, 230 N. Michigan Avenue, Suite 1625, Chicago, IL 60601 (1-4 copies \$2.50 each, 5-50 copies, \$1.50 each, over 50 copies \$1.00 each).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Collected Works - Serials (022)

DESCRIPTORS- *Bilingualism; *Community Programs; Cultural Differences; Family Financial Resources; *Family Involvement; Family School Relationship; *Hispanic American Culture; *Hispanic Americans; *Nonschool Educational Programs; Parenting Skills; Poverty; Public Policy

This issue of the Family Resource Coalition Report focuses on Hispanic families. The articles and authors are the following: (1) Voices and Issues: A Celebration of Hispanic Diversity, M. Aranda; (2) Some Facts in Understanding Latino Families, J. Hernandez; (3) Invisibility in the Data, Invisibility in the Policy: The Latino Family and Public Policy, H. Pachon and L. DeSipio; (4) Civil Rights and Hispanic Families, N. Cantu; (5) Bilingualism: An Important Imperative, A. Noboa; (6) Latino Families and Health, J. Arrom; (7) The Right to an Adequate Education: Implications for Family Support Programs and Educational Reform, G. Rodriguez; (8) Family Resource Programs in the Hispanic Community: The Lessons Learned from Family Place, J. Citro; (9) The Survival of Family Support Programs: A Funder's Perspective, M. Petruska; (10) Learning about Parenting: Learning to Care, H. Heath, S. Scattergood, and S. Meyer; (11) Musings about Group leadership: The Quiet Member, T. Bowman; and (12) Moving Beyond the Dream: FRC Tackles a National Agenda, L. Lipton. Lists of Hispanic programs, resources, and organizations are included. (VM)

Hauser, Robert M.

minority education. A six-page list of references is included.
(Author/BJV)

ED 292 915

UD 026 084

Ventura, Stephanie J.

Births of Hispanic Parentage, 1985. Monthly Vital Statistics Report.

National Center for Health Statistics (DHHS/PHS), Hyattsville, MD.

REPORT NO. - DHHS-PHS-88-1120

PUB DATE - 26 Feb 88

NOTE - 13p.; For the 1983 and 1984 report, see ED 286 958.

LANGUAGE - English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE - Numerical/Quantitative Data (110) Collected Works - Serials
(022)

DESCRIPTORS - Birth Order; *Birth Rate; Birth Weight; Cubans; Early
Parenthood; Educational Attainment; *Hispanic Americans;
Illegitimate Births; Mexican Americans; *Minority Group Children;
*Mothers; Population Trends; Premature Infants; Puerto Ricans;
Racial Identification; Unwed Mothers
IDENTIFIERS - Apgar Score; Prenatal Care

A survey of births of Hispanic parentage in 1985 in 23 states and the District of Columbia, where approximately 92 percent of America's Hispanic population resides, yielded the following statistical information: (1) 372,814 babies were born to Hispanic mothers; (2) nearly two-thirds of the mothers were Mexican; (3) Puerto Rican, Central and South American, and other Hispanic women each accounted for about ten percent of the births; (4) three percent of the mothers were Cuban; (5) 95.4 percent of Hispanic births are White, however, there are substantial variations in the racial composition of these births; (6) the birth rate was 23.3 live births per 1,000 population; (7) the fertility rate was 94.0 live births per 1,000 women aged 15 to 44 years; (8) teenage childbearing is relatively common, particularly among Mexicans and Puerto Ricans; (9) nearly one-fifth of births to Mexican mothers was a fourth or higher order birth; (10) unmarried mothers accounted for 3 in 10 births; (11) 56 percent of the mothers had completed high school; (12) 45 percent of the mothers were born in the United States, 55 percent were born in Puerto Rico or countries outside of the United States; (13) 61 percent of the mothers began prenatal care in the first trimester of pregnancy; (14) 6.2 percent of the babies weighed less than 2,500 grams at birth, and 8.3 percent had one-minute Apgar scores of less than seven; (15)

a potentially rich learning environment; and (2) Outward Bound needs to develop new strategies to lower minority dropout rates in ethnically heterogeneous student groups. Data are presented in seven figures. (Author/BJV)

ED 292 929

UD 026 099

Assuring School Success for Students at Risk. A Council Policy Statement.

Council of Chief State School Officers, Washington, D.C.

PUB DATE- 87

NOTE- 9p.

AVAILABLE FROM- Council of Chief State School Officers, 379 Hall of the States, 400 North Capitol St., N.W., Washington, DC 20001.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Dropout Rate; Educational Facilities Improvement;

*Educational Improvement; *Educational Objectives; Educational Resources; Elementary Secondary Education; *Equal Education; *Government Role; Graduation; High Risk Students; Parent School Relationship; School Community Relationship

IDENTIFIERS- *Council of Chief State School Officers; Cultural Sensitivity; Empowerment; Partnerships

The Council of Chief State School Officers (CCSSO), a nationwide non-profit organization of the 56 public officials who head departments of public education in every state, the District of Columbia, and five extra-state jurisdictions, has adopted the following principles: (1) each person must have an equal opportunity to earn a high school diploma at public expense; (2) each person, except for those who are severely disabled, has the capacity to earn a high school diploma; (3) teaching methods must reflect the fact that different people learn in different ways; and (4) the CCSSO must provide education programs to ensure that this nation enters the twenty-first century with virtually all students graduating from high school. To meet this goal, the following steps must be taken: (1) the states together must express a will to succeed; (2) the states and the local governments must increase resources for education; (3) the practice of teaching must be strengthened; (4) schools must be improved; (5) parents and communities must be engaged with schools in partnerships; (6) education and related support systems must work in tandem; and (7) the conditions that put students at risk--ill health, poor housing,

future: combining the two worlds of teacher education, the one which relates directly to urban life and the one which is university based and does not confront urban issues automatically. An appendix summarizes the teacher education portions of major reports on school reform. A questionnaire for teacher education candidates is included. The bibliography contains 62 items. (VM)

ED 292 943

UD 026 121

Gonzalez, Diana H.; Page, J. Brian

Cuban Women, Sex Role Conflicts and Use of Prescription Drugs.
SPONS. AGENCY- National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.

PUB DATE- 19 Nov 79

NOTE- 14p.; Paper presented at the Annual Meeting of the American Anthropological Association (Cincinnati, OH, November 19, 1979).

GRANT- 1-R01-DA-02320-02

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cubans; *Drug Use; *Employment; *Females; *Immigrants; Refugees; Sedatives; *Sex Role; Social Mobility; Socioeconomic Status; Stress Management

This paper focuses on Cuban women migrants living in Miami (Florida) and on their adaptation to life in exile, especially their use of minor tranquilizers. Many of these women left Cuba for political and economic reasons. The migration process restructured their social status in many ways. They were not allowed to bring valuables or financial assets with them. Families of all classes had no money and no English language skills. Many of the women entered the labor force at low pay, which to them represented downward social mobility and a loss of social standing and prestige. Cuban women came to have the highest participation rate in the U.S. labor force of any Hispanic group. To ease the stress which arose from the conflicting needs for income and to keep house, some Cuban women turned to the use of prescription drugs. A survey of these women showed that they took the drugs for their nerves or as sleeping aids. Clear links were found between post-immigration conditions and drug use. The conditions which correlated with higher use were the following: (1) concern for relatives who had remained in Cuba; (2) anxiety about income and employment; (3) uncertainty about repatriation; and (4) the

Being Taught and Who's Teaching It" (Bill G. Aldridge); "The 1985-86 National Survey of Science and Mathematics Education" (Iris R. Weiss); "Updating the Science Curriculum: Who, What, and How?" (Joanne Capper); and "Reform in School Mathematics" (Thomas A. Romberg). (TW)

ED 292 670

SE 049 039

Natsoulas, Anthula

Mathematics Curricula and Age Cohort Participation: A Six Nation Comparison.

PUB DATE- 87

NOTE- 26p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Comparative Education; *Cross Cultural Studies; Educational Research; *Foreign Countries; *Mathematics Achievement; *Mathematics Curriculum; Mathematics Education; Mathematics Instruction; National Programs; School Holding Power; Secondary Education; *Secondary School Mathematics; Sex Differences; Student Attrition

Secondary level mathematics programs of England, Finland, France, Israel, Japan and Swaziland are compared using data from the Second International Mathematics Study and United Nations sources. Within a clearly defined school structure, the number of mathematics course options, age cohort enrollments and male/female ratios are considered with an emphasis on the entry and terminal levels of secondary schooling and details of the mathematics content of the prescribed curriculum of the first year. The results show that most countries have a large proportion of their students in school and generally taking the same mathematics course during the first year of secondary school. By the terminal year, however, the number of mathematics options has increased in all countries while the proportional number of students enrolled in such courses has decreased with equal proportions of males and females in only two of the six countries studied. (Author)

North Dakota State Dept. of Public Instruction, Bismarck.

PUB DATE- Apr 88

NOTE- 88p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Biological Sciences; Disabilities; *Earth Science; Elementary Education; *Elementary School Science; *Physical Sciences; Problem Solving; Process Education; Science Curriculum; Science Education; Science Instruction; Special Education; State Curriculum Guides; Teaching Methods

IDENTIFIERS- *North Dakota

It is often claimed that students must have a thorough understanding of the processes of science to understand the constant changes in scientific theories and make meaningful decisions. This curriculum guide has five major parts including goals and objectives of elementary school science, problem solving, suggested scope and sequence, instructional aids and resources. Also included is a section on curriculum considerations for handicapped students. The section on instructional aids includes information on: (1) how to prepare; (2) safety; (3) equipment; (4) field trips; (5) science fairs, projects, clubs; (6) inservice training for science teachers; (7) science career education; and (8) computers in science education. Resource listings include periodicals, catalogs, regional resources, North Dakota publications, maps, science in the kitchen, and books for science experiments. (CW)

ED 292 686

SE 049 071

Wier, Elizabeth A.

Breaking Down Barriers to Teaching Primary Science: Did a Summer Science Institute Help?

PUB DATE- Apr 88

NOTE- 26p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Elementary Education; *Elementary School Science;

PUB DATE- Jan 87

NOTE- 34p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Historical Materials (060) Reference Materials - General
(130)

DESCRIPTORS- *Constitutional History; *Constitutional Law;

Instructional Materials; Social Studies

IDENTIFIERS- Bicentennial; *Quotations; *United States Constitution

This document is a collection of 108 quotations concerning the U.S. Constitution. The quotations are from men who fought for the ratification of the Constitution, U.S. Presidents, U.S. Supreme Court Justices, and leaders of other nations. Some of the quotations are also from U.S. Supreme Court decisions. The sayings are arranged in approximate chronological order within topics relating to the specific article of the Constitution to which they refer. General quotations appear in the section on the Preamble. A list of sources for the quotations and an index of persons quoted is also included. (SM)

ED 292 701

SO 018 611

The Major Project in the Field of Education in Latin America and the Caribbean. Bulletin #12.

United Nations Educational, Scientific, and Cultural Organization.
Santiago (Chile). Regional Office for Education in Latin America
and the Caribbean.

PUB DATE- Apr 87

NOTE- 63p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Audiovisual Instruction; Cultural Pluralism; Curriculum
Development; Developing Nations; *Educational Development;
Educational Planning; Foreign Countries; Health Education; Hunger;
International Education; *Multicultural Education; *Nutrition
Instruction

IDENTIFIERS- Brazil; *Caribbean; Jamaica; *Latin America; Peru

The first segment of this bulletin is a summary presentation of the Second Meeting of the Regional Intergovernmental Committee of the Major Project in the Field of Education and the Sixth Regional Conference of Ministers of Education and Ministers Responsible for Economic Planning of the Member States in Latin America and the

Parker, Franklin

Textbook Censorship and the Religious Right: Rise or Decline?

PUB DATE- 87

NOTE- 20p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Academic Freedom; *Censorship; Freedom of Information;

*Moral Issues; *Religious Conflict; *State Church Separation;

*Textbook Content; Textbook Preparation; *Textbook Selection;

Textbook Standards

Organization and financing have enabled the religious right to bring their textbook censorship campaign into the U.S. federal court system. Denouncing secular humanism, these groups have initiated steps to obtain federal funding for private religious schools. Over the last 100 years public school textbooks have been revised to reflect various public criticisms, and this has resulted in changes in the treatment of history, literature, and religion in the classroom. The Scopes Trial of 1925 was one of the many forces that shaped textbook content. The market has responded to pressures from activist groups, and the result has been the production of textbooks for public schools that are written and designed to comply with perceived areas of future controversy. To prepare for censorship conflicts parents, educators, and legislators need to study the published procedures for textbook selection, course content design, and the establishment of educational goals. (NL)

ED 292 716

SO 018 748

Sapp, Gary L.; Skelton, Sarah C.

Determining Accuracy of Cultural Perceptions of Oriental Cultures.

PUB DATE- 13 Nov 87

NOTE- 24p.; Paper presented at the Annual Conference of the Mid-South

Educational Research Association (Memphis, TN, November 13, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)

DESCRIPTORS- Asian History; Cultural Awareness; Cultural Influences;

Educational Research; Foreign Countries; Global Approach; Grade 6;

Intermediate Grades; *International Education; *Multicultural

NOTE- 10p.; For other units in this series, see SO 019 025-032.

Illustrations may not reproduce clearly.

AVAILABLE FROM- Procter and Gamble Educational Services, 299 E. 6th Street, Cincinnati, OH 45202 (\$1.95); complete series, \$9.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage; PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Economics; Instructional Materials; *Primary Sources; Secondary Education; Social Studies; Teaching Guides; *United States History

IDENTIFIERS- National History Day

This teaching guide was designed to implement eight teaching units based on specific events or periods in history. The learning packet was developed to give educators and students a view of the parallel growth of our country and its business and industry. The guide presents: (1) an overview of each of the teaching units; (2) guidelines for using the primary source materials; (3) a discussion on using each unit to teach economic concepts as a key to historical events; (4) a discussion on expanding the perspectives concept; and (5) information on National History Day 1988 and developing National History Day projects. Each of the units was developed by social studies educators and field tested by: (1) quantitative testing; (2) qualitative analysis; and (3) review by professional educators. The document concludes with a list of resources for locating primary source documents. (SM)

ED 292 730

SO 019 025

The Great Depression. Coping with an Economic Disaster. Perspectives. Procter and Gamble Educational Services, Cincinnati, OH.

PUB DATE- 85

NOTE- 23p.; For other units in this series, see SO 019 024-032.

AVAILABLE FROM- Procter and Gamble Educational Services, 299 E. 6th Street, Cincinnati, OH 45202 (\$1.95); complete series, \$9.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage; PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Instructional Materials (For Learners) (051)

Guides/Methods/Techniques (For Practitioners) - Classroom Use -

Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Business Cycles; *Economic Change; Economic Climate; *Economics; Secondary Education; Simulation; Social Studies;

Hunt, Jill W.

Visual Literacy: Art as a Basic in the Elementary School Curriculum.
An Annotated Bibliography.

PUB DATE- Nov 87

NOTE- 69p.; Exit Project, Indiana University at South Bend.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

Dissertations/Theses - Undetermined (040)

DESCRIPTORS- Annotated Bibliographies; *Art Education; Curriculum
Development; Elementary Education; *Elementary School Curriculum;
Literature Reviews; Visual Arts; *Visual Literacy; Visual
Perception

This research indicates that art education can help develop visual perceptual abilities which can be applied to all areas of learning. Skills in visual perception developed through the study of art will help integrate subject areas. The study organized research and information that emphasized the redefinition of art in the elementary school curriculum, connecting art with visual perception and cognition, and stressing art's expanding role in general education. The study includes an annotated bibliography which is divided into four sections. Section 1 includes six annotated books and articles that describe the beginning of perception as vision and indicate the relationship between the senses and visual perception. Section 2 contains 18 books and articles that discuss the connection between perception and cognition and the role of art in cognition. Section 3, containing 8 annotated books and articles, establishes that skills in visual perception can be taught. Section 4 includes annotations of 11 books and articles that examine visual literacy and its connection to the study of art. The research reveals that instruction in visual perception and thinking has increased the performance of children in mathematics and increased intelligence quotient test scores and perceptual discrimination skills. The paper also provides a glossary. (SM)

Kelly, Diana K.

The Nineteenth Century Experience of Women College Students: A
Profile of the Women and Their Motivations.

ED 292 760

SP 029 941

Haberman, Martin

Proposals for Recruiting Minority Teachers: Promising Practices and Attractive Detours.

PUB DATE- Jan 88

NOTE- 27p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Higher Education; *Institutional Cooperation; *Minority Groups; *Schools of Education; Teacher Certification; Teacher Education; *Teacher Recruitment; Teacher Shortage; Two Year Colleges; *Urban Education

In discussing the problem of a current and future shortage of well-qualified minority teachers, it is pointed out that this shortage is only one manifestation of the enormous systemic failure of urban schools; minority children and youth are receiving an inferior education in inadequate elementary and secondary schools. New reform efforts aimed at recruiting more minorities into teaching are examined critically, and the flaws of these efforts, both practical and philosophical, are discussed. Improving the quality of preschool, elementary, and secondary schools in urban areas is viewed as the fundamental way of improving the number of minority teachers. Each of the following ideas for improving the quality and quantity of minority teachers is discussed: (1) teaching versus screening as a strategy for recruiting more minorities into teaching; (2) partnership between two- and four-year institutions is a fruitful approach for recruiting and training more minority teachers; (3) new forms of post-baccalaureate teacher training aimed specifically at minorities will be needed; and (4) new forms of teacher training, not controlled by universities, can be vehicles for attracting more minority teachers. (JD)

ED 292 761

SP 029 953

What Is? Occasional Paper No. 119.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.
PUB DATE- Mar 88
NOTE- 28p.
AVAILABLE FROM- Institute for Research on Teaching, College of
Education, Michigan State University, 252 Erickson Hall, East
Lansing, MI 48824 (\$3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Abstract Reasoning; Cognitive Processes; Comprehension;
Concept Formation; *Holistic Approach; *Logical Thinking;
*Metacognition; *Philosophy; *Teacher Effectiveness; Teaching
Experience; Values Clarification
IDENTIFIERS- Thinking Skills

This paper examines the area of teachers' practical arguments (arguments consisting in the search for a plan of action), considering questions such as: How does rationality manifest itself in practice, and in specific human practices like teaching? Is practical reasoning in teaching moral? Do values of theoretical reasoning, such as universality, logical order, explicitness, and completeness translate to the practical domain? It is argued that relying on practical arguments for the improvement of teaching ignores the extent to which teaching is an act of wisdom and belongs to the contemplative life. It is contended, also, that--in representing teachers' arguments for purposes of analysis and improvement--the distinction must be maintained between simplification and misrepresentation, guarding especially against the conversion of methodological moves into stipulations about reality or appropriateness. Finally, some major philosophical difficulties in the analysis of practical reasoning are considered. It is essential to keep such difficulties in mind if work is to continue, with good purpose, in this area of practical arguments in teacher education and teaching-thinking research. (Author/JD)

ED 292 777

SP 030 036

Wayson, William W.; And Others
Up From Excellence: The Impact of the Excellence Movement on Schools
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
REPORT NO.- ISBN-0-87367-435-9

"The purpose of this article is to report a review of the developing empirical literature to explain "expert" teacher behavior, by analogy, from the cognitive psychology expertise literature. Emphasized is a review of the expert-novice cognitive psychology literature, encompassing the research on: chess, and other games; physics, medicine, and other academic disciplines; and a melange of other areas. Also emphasized is the modest but growing, partly ethnographic, partly empirical, expert versus novice teacher research literature, focusing on the public school level, as opposed to the college level. Also addressed are other, traditional, empirical approaches to estimating expertise in teaching including the traditional presage teacher evaluation research. Considered are the qualities of teaching excellence literature, student rating scale teaching qualities correlation and factor analytic literature, the incompetent teacher literature, and finally the classroom teaching effectiveness literature developed primarily in reading and mathematics, including direct instruction and transitions. Thirty-six references are included. (Author/JD)

ED 292 793

SP 030 103

Noffke, Susan E.; Brennan, Marie

Action Research and Reflective Student Teaching at UW--Madison:
Issues and Examples.

PUB DATE- Feb 88

NOTE- 35p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (San Diego, CA, February 13-17, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)

DESCRIPTORS- *Action Research; Classroom Observation Techniques; Classroom Research; *Cognitive Style; Higher Education; Holistic Approach; *Learning Strategies; Preservice Teacher Education; *Student Teachers; *Theory Practice Relationship

This paper outlines some of the issues that emerged from guiding student teachers through the experience of conducting action research. Action research was used as a way of working toward a student teaching experience that would provide opportunities and structures to facilitate and enhance the students' development as reflective teachers. Several different approaches were used in introducing action research to student teachers. To clarify their thinking, it was emphasized that the study was a means of obtaining

Guskey, Thomas R.

Bloom's Mastery Learning and Hunter's Mastery Teaching: Complement or Conflict.

PUB DATE- Apr 88

NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; *Behavioral Objectives; Feedback; *Instructional Improvement; Learning Strategies; *Mastery Learning; *Teacher Effectiveness; Teaching Methods

IDENTIFIERS- *Blooms Mastery Teaching Strategy; *Hunter Instructional Model

This paper describes the basic elements of Mastery Learning, as outlined by Benjamin S. Bloom, and Mastery Teaching, as outlined by Madeline C. Hunter. It shows that while these two instructional approaches are clearly distinct, they can actually serve as complements to one another. In addition, each can bring added strength to the other such that when used in combination, results are likely to be better than either can achieve alone. Implications for staff development and instructional improvement programs in general are also discussed. (Author)

ED 292 809

SP 030 170

Grimellini Tomasini, N.; Pecori Balandi, B.

Conceptual Change and Science Teacher Training: A Constructivist Perspective.

PUB DATE- Apr 88

NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Concept Formation; Elementary Secondary Education; Foreign Countries; Inservice Teacher Education; *Learning Strategies; Research Utilization; *Science Teachers; *Teaching Styles; *Training Methods

*Psychological Testing; Test Construction
IDENTIFIERS- *Group Embedded Figures Test (Witkin)

This paper reviews the research literature regarding the importance of Witkin's theory of psychological differentiation, particularly the research on measures of field independence using perceptual disembedding tasks. The first phase of development of a multiple-choice perceptual disembedding measure, the Finding Embedded Figures Test, is reported. The literature exploring the origins of cognitive style differences is also summarized. The paper reports research evaluating the quality of a new pool of items that can be used in multiple-choice, machine-scorable measures of field independence. Most previous research has utilized the Group Embedded Figures Test, a supply-format test requiring judgments to be made in assigning scores. Results are interpreted in the development of two forms of the new measure. An extensive bibliography is appended. (Author/TJH)

ED 292 824

TM 011 202

Head, L. Quinn

The Presentation of Statistical Analysis of "Alabama Initial Certification Test" Data as Supportive Evidence for NCATE Accreditation.

PUB DATE- 19 Nov 86

NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Memphis, TN, November 19-21, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Accreditation (Institutions); College Students; Early Childhood Education; *Educational Assessment; Elementary Secondary Education; Higher Education; Physical Education; Special Education; *Teacher Certification; Teacher Education

IDENTIFIERS- Alabama Initial Certification Test; *National Council for Accreditation of Teacher Educ

The National Council for Accreditation of Teacher Education (NCATE) requires that an institution keeps abreast of emerging evaluation techniques and engages in systematic efforts to evaluate the quality of its graduates. This empirical study illustrates how statistical analyses of data obtained from the inception of the "Alabama Initial Certification Test" (AICT) of 590 undergraduates

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Applied Linguistics; College Students; *English (Second Language); Higher Education; Language Skills; Predictive Measurement; Secondary Education; Second Language Instruction; *Second Languages; Statistical Analysis; Student Placement; Test Construction

IDENTIFIERS- *Ontario Test of English as a Second Language

The Ontario Test of English as a Second Language (OTESL) is a battery of instruments and procedures for evaluating the English proficiency of second language speakers in postsecondary institutions in Ontario (Canada). A Post-Admission test measures performance in reading, listening, and writing. An Oral Interaction Test is based on tasks of increasing difficulty, from social interaction to academic language. Alternative versions have been supplied for science and non-science students. A Placement test has been developed for pre-admission needs. The battery was tested with secondary, college, and English-as-a-second-language students. Reliability and validity were adequate, and on the whole, test items discriminated between better and poorer students. Further data collection and revision of test instruments are needed. Statistical analyses of data are reported in Appendix E, Tables 1 to 10. Other appendices include test specifications and assessment scales. (SLD)

ED 292 841

TM 011 219

Ridout, Susan Ramp

The Second Time Around: Are Self-Studies Easier and Do They Have More Impact If School's Personnel Have Been through the Process Before?

PUB DATE- 85

NOTE- 16p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Institutional Evaluation; Program Evaluation; *School Personnel; *Self Evaluation (Groups)

The school self-study process for participants who had been through it before was compared with the process in schools new to self-study using the "K-12 School Evaluative Criteria" (1983). Self-studies had been completed by pilot schools in the 1981-82 school year. Personnel from 11 schools with a previous self-study

(050)

DESCRIPTORS- *College Entrance Examinations; *Graduate Students;
Higher Education; *Test Coaching; Test Wiseness

IDENTIFIERS- *Graduate Record Examinations; Practice Tests

Specific and detailed instructions to implement an environmental engineering approach to the Graduate Record Examination (GRE) Subject Test for Psychology are outlined. Focus is on helping students prepare for this test. Some universities use the GRE as a measure of achievement and aptitude and as a criterion test. In truth, such a test does not measure learning, but does measure test performance. Hence, results can be improved via reading and study techniques. Key materials needed for test preparation include practice tests and introductory psychology texts. Skills in which test candidates can improve their test performance include awareness of the certainty of the correctness of test responses and item analysis of incorrect answers and associated study methods. A list of publishers of practice tests and other materials is appended. (TJH)

ED 292 857

TM 011 239

Razal, Micha; Eylon, Bat-Sheva

Validating Alternative Modes of Scoring for Coloured Progressive Matrices.

PUB DATE- Aug 87

NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Intelligence Tests; Measurement Techniques; *Scoring; Test Validity; *Weighted Scores; *Young Children

IDENTIFIERS- *Coloured Progressive Matrices

Conventional scoring of the Coloured Progressive Matrices (CPM) was compared with three methods of multiple weight scoring. The methods include: (1) theoretical weighting in which the weights were based on a theory of cognitive processing; (2) judged weighting in which the weights were given by a group of nine adult expert judges; and (3) empirical weighting in which the weights were a function of the test scores of the examinees who chose each response. The study is based on data from a group of children, aged four to six years.

PUB DATE- Aug 86

NOTE- 53p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires,
Evaluation Instruments (160)

DESCRIPTORS- College Entrance Examinations; *Competency Based Teacher
Education; Cutting Scores; Essay Tests; Higher Education; *Item
Analysis; Mathematics Tests; *Minimum Competency Testing; Multiple
Choice Tests; Reading Tests; *Test Validity; Writing Evaluation

IDENTIFIERS- Nevada; *Pre Professional Skills Tests; *Standard
Setting

The Nevada Department of Education implemented a standard setting study of the Pre-Professional Skills Tests. The tests constitute a secure test battery developed by the Educational Testing Service to assess basic proficiency in reading, writing, and mathematics via three multiple-choice tests and a written essay test. The Nevada study, in the spring of 1985, involved review of the tests by a validating panel nominated by administrators of public school districts, private schools, and institutions of higher education. Panelists were asked to judge each test item in relation to its ability to measure job-related skills, the opportunity of the typical candidate to learn the skill measured, and the predicted number of marginally qualified candidates able to correctly answer the item. The Angoff method was used to determine passing scores. Study results indicate that the overall averages for reading, mathematics, and writing test items considered as capable of testing essential skills were 64.1, 51.4 and 41.4 percent, respectively. Responses concerning the relevance of essay skills were related to the minority versus non-minority status of the panelists. Overall, the results support the validity of the tests for use in Nevada. State universities have included the tests and associated cut-scores in their admissions criteria. Study survey instruments are appended. (TJH)

ED 292 872

TM 011 296

Marovitz, Mitchell E.; Buckley, Jeanne

Integrating ARCS Motivational Theory into the Component Display
Theory of Instructional Design.

PUB DATE- 87

NOTE- 21p.; Paper presented at the Annual Meeting of the American
Educational Research Association (Washington, DC, April 20-24,

Analysis; *Latent Trait Theory; National Surveys; Scoring;
Statistical Analysis; Test Theory
IDENTIFIERS- *National Assessment of Educational Progress
Large-scale educational assessments differ from familiar
educational measurements by attempting to provide information about
the levels and natures of skills in populations rather than in
individuals. That the distinct purposes of assessment require
different methodologies than individual measurement was recognized
by the development of multiple-matrix sampling designs. Similar
changes in thinking are necessary when it comes to applying item
response theory (IRT) measurement models. This paper outlines three
challenges to IRT in the assessment setting, and discusses the
responses to them taken in the recent surveys of reading,
mathematics, and science undertaken by the National Assessment of
Educational Progress. (Author)

ED 292 888

TM 011 355

Kingston, Neal M.; McKinley, Robert L.
Assessing the Structure of the GRE General Test Using Confirmatory
Multidimensional Item Response Theory.

PUB DATE- 1 Apr 88

NOTE- 14p.; Paper presented at the Annual Meeting of the American
Educational Research Association (New Orleans, LA, April 5-9,
1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)

DESCRIPTORS- College Students; Factor Analysis; Higher Education;
Item Analysis; *Latent Trait Theory; Scoring; *Statistical
Analysis; *Test Format; Test Interpretation

IDENTIFIERS- *Graduate Record Examinations

Confirmatory multidimensional item response theory (CMIRT) was used
to assess the structure of the Graduate Record Examination General
Test, about which much information about factorial structure
exists, using a sample of 1,001 psychology majors taking the test
in 1984 or 1985. Results supported previous findings that, for this
population, there exists a weak analytical factor defined by the
logical reasoning items and not by the analytical reasoning items.
This finding was more straightforward than the same finding based
on the full-information factor analysis (FIFA) approach used in the
previous study; however, an advantage of FIFA was that it allowed

Post-High School Plans of Black High School Graduates: What Has Changed Since the Mid-1970s? CDE Working Paper 87-26.

Wisconsin Univ., Madison. Center for Demography and Ecology.

PUB DATE- 23 Jul 87

NOTE- 77p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Aspiration; Black Attitudes; *Black Students; Declining Enrollment; *Enrollment Rate; Equal Education; Higher Education; High Schools; *High School Students; Military Service; *Student Motivation; *White Students

National surveys of the post-high school plans and aspirations of black and white high school seniors have been conducted for the past decade. Chances of college entry among blacks from 1977 through the mid-1980s have declined in contrast to the increasing college entry chances of whites. This paper analyses the plans of black and white seniors and shows that they have followed a similar path. There is little evidence that a change in values or motivation among black seniors accounts for the decline in their chances of college entry. Plans and aspirations to complete a four-year college have increased among both blacks and whites. Aspirations to enter the armed forces have also increased in the two groups. No particular trend has been found in their plans to attend vocational, technical and two-year colleges. The findings indicate the need for future research to account for the decline in chances of college entry for blacks. Specific factors to be examined are the following: (1) lagging trends in college graduation among blacks and whites; (2) patterns of entry into the military service; (3) changes in the labor market for recent high school graduates; and (4) the availability of direct grants to support college attendance. Statistical data are presented in tables and figures. (VM)

ED 292 903

UD 026 069

Chapter 1 as an Educational Resource in South Carolina.
South Carolina State Dept. of Education, Columbia. Office of Federal Programs.

PUB DATE- Jun 87

NOTE- 43p.; For June 1984 and June 1986 reports, see ED 254 603 and ED 280 936.

LANGUAGE- English

preterm birth was reported for 11 percent of all Hispanic infants; and (16) Hispanic-origin mothers accounted for 17 percent of the births in 1985. Data are presented on seven tables. Methodology is discussed and a list of 12 references is included. (BJV)

ED 292 916

UD 026 085

Ralph, John

Planning Paper for the Center on the Study of the Education of Disadvantaged Students.

Office of Educational Research and Improvement (ED), Washington, DC.
Office of Research.

PUB DATE- Mar 88

NOTE- 35p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Classroom Techniques; Community Role; *Educationally Disadvantaged; *Educational Research; Elementary Secondary Education; Family Environment; *High Risk Students; *Influences; *Instructional Effectiveness; Language Skills; Poverty; *School Effectiveness; Social Influences; Teacher Characteristics

This planning paper offers background information and recommendations for the establishment of a research center for the study of educating the disadvantaged. It is based on a seminar comprised of educational researchers held to consider how low achieving students can best be helped. The research agenda for such a center should consider the following four factors in the lives of educationally disadvantaged students: (1) classroom and instructional factors; (2) school factors; (3) home or family factors; and (4) community factors. Recent research on effective schools must be consulted, the variables within these models are especially critical for high educational attainment among disadvantaged youth. Successful innovations will have positive effects on low, average, and high achieving students as well as those at risk. The research program for a special study center should have the following characteristics: (1) sensitivity to interaction effects; (2) cross-disciplinary approach; (3) sensitivity to the need for early identification; and (4) sufficient scope and rigor to allow the findings to be generalized to disadvantaged youth anywhere. A 54-item bibliography is included. (VM)

inadequate nutrition, and unsafe streets--must be corrected. (BJV)

ED 292 930

UD 026 100

Elements of a Model State Statute To Provide Educational Entitlements
for At-Risk Students.

Council of Chief State School Officers, Washington, D.C.

PUB DATE- 87

NOTE- 24p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Child Development; *Compensatory Education;

*Economically Disadvantaged; *Educationally Disadvantaged;

*Educational Policy; Elementary Secondary Education; *Eligibility;

High Risk Students; Nontraditional Education; Poverty; Teaching
Methods; Youth

This document is a model state statute to provide educational entitlements for students at risk of school failure. The statute is predicated on the conviction that children coming from the most impoverished circumstances have the ability to learn and succeed. It is also based on the belief that legislators have a pivotal role to play in establishing a legal framework for successful public education. Part One is a preamble that presents the findings that demonstrate the need for special attention to this population. It also states the legislative objective--to enable each child to graduate from high school and to become a productive, responsible citizen. Part Two calls for pre-school child development programs for young children who are at risk, especially low-income children who have limited English proficiency. Part Three defines the concept of "at risk" for children at various stages. There is a call for flexibility so that the programs may include assistance to children who are not from low-income families but who perform poorly. Part Four establishes an entitlement for dropouts. Programs are specified which can be provided in the public schools or in alternative settings. Part Five specifies measures for implementation, enforcement, and administration of the statute. (VM)

imminent Communist takeover of Cuba. Minor tranquilizers have achieved a status similar to that of traditional herbs. Many of the women obtain these medications without a prescription. They make the diagnosis themselves and the behavior is accepted by kinship and other social networks. A bibliography is included. (VM)

ED 292 671

SE 049 041

PRISM: Principal Resources in Secondary Mathematics.

Oklahoma State Dept. of Education, Oklahoma City.

PUB DATE- 85

NOTE- 249p.; Some charts may not reproduce well.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Algebra; *Class Activities; Enrichment Activities; Functions (Mathematics); Geometry; *Mathematics Curriculum; Mathematics Education; *Mathematics Instruction; Remedial Mathematics; Secondary Education; *Secondary School Mathematics; State Curriculum Guides; Trigonometry

This document was developed as a resource for secondary mathematics educators. The supplemental guide is designed to help educators challenge their students and provide each student with learning experiences to help them achieve success. Chapters reflect the mathematics curriculum and within each subject, activities are listed in the common sequence of topics. Many of the activities are designed to be adapted to other instructional areas at the discretion of the teacher. The chapters are: (1) "General Mathematics"; (2) "Algebra I"; (3) "Geometry"; (4) "Algebra II"; (5) "Trigonometry"; (6) "Math Analysis"; and (7) "Resources." An Appendix and Selected Answers section are also included. (PK)

ED 292 672

SE 049 043

Coxford, Arthur F., Ed.; Shulte, Albert P., Ed.

The Ideas of Algebra, K-12. 1988 Yearbook.

National Council of Teachers of Mathematics, Inc., Reston, Va.

REPORT NO.- ISBN-0-87353-250-3

PUB DATE- 88

NOTE- 248p.

AVAILABLE FROM- National Council of Teachers of Mathematics, 11906 Association Dr., Reston, VA 22091 (\$16.00).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Collected Works - General (020) Books (010)

DESCRIPTORS- *Algebra; Calculators; Computer Assisted Instruction;

*Inservice Teacher Education; *Institutes (Training Programs);
Light; *Primary Education; Science Education; Teacher Education;
*Teacher Improvement; *Workshops

IDENTIFIERS- Science Education Research

This study was designed to determine whether a summer institute for elementary teachers could reduce or eliminate obstacles to teaching science. During summer, 1986, 10 primary teachers (K-3) participated in a month-long training session designed to help them improve their background knowledge of light and shadows and develop, teach, and revise a unit on the topic. During the following school year they taught the unit to their classes under the guidance of the institute director. The teachers' logs, final reports, and post-institute interviews were analyzed and compared with their pre-institute interviews to determine how they felt barriers to science teaching changed during the year. Pre-institute interviews indicated that the greatest obstacles were lack of time to teach science, lack of materials and equipment, lack of assistance in terms of support personnel and the teachers' lack of background knowledge, skills and confidence. The teachers reported that their participation in the institute had helped them improve their science teaching, especially in the areas of how to teach and how to manage a class while teaching science. Several reported a transfer of strategies learned in the institute to other subjects. (CW)

ED 292 687

SE 049 072

Braathen, Per Christian; Hewson, Peter W.

A Case Study of Prior Knowledge, Learning Approach and Conceptual Change in an Introductory College Chemistry Tutorial Program.

PUB DATE- Apr 88

NOTE- 31p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Achievement; *Case Studies; *Chemistry; *College Science; Higher Education; *Learning Theories; Physical Sciences; Science Education; *Tutorial Programs

IDENTIFIERS- Ausubel (David P); *Constructivism; Science Education Research

Caribbean (Bogota, Colombia, March 24-28, 1987). Participants noted that there are 44 million illiterate people in Latin America, which has a population of 253 million (1985), up from 163 million in 1970. Additional articles are provided in this document. In his presentation, "National Requirements of Educational Planners," Walter Garcia believes that Brazil's great size, plurality, and diversity of cultures require profound changes in policy making at the national level. Seventy-two percent of the population over 10 years of age have either never attended school or have not attended beyond the fourth grade. Because crowded conditions require double sessions, some students spend only 2.5 hours per day in school. Low salary incentives for teachers, inadequate training, and lack of professional status characterize the problems. Decentralization involving micro-planning is recommended, along with the coordination of public services and a higher level of technical competence of central planning. In "Audio-Visual Mass Education," J. Manuel Calvelo Rios suggests using audiovisual training as a means of educating rural peasants to provide them with needed information about natural resources, ecology, health, and housing. Program scripts would be developed in conjunction with the peasants' self-defined needs and views of the problems affecting them. Data are provided by Carol Baume from a research project, "Jamaica Nutrition Education Project," which incorporated basic nutrition concepts into a language arts program. The materials developed for the program have been field tested, and charts of the outcomes are included. Summaries of activities sponsored by OREALC (the Regional Office for Education in Latin America and the Caribbean) conclude the bulletin. (NL)

ED 292 702

SO 018 615

Krauss, Ellis S.

Selecting Japan's New Prime Minister. Prepared as Background for the Liberal Democratic Party Presidential Elections.

ASIA Society, New York, N.Y.

PUB DATE- Oct 87

NOTE- 39p.; Written for the Asia Society Media Relations Program.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Asian History; Asian Studies; Elections; Foreign Countries; Government Role; *International Relations; Political Influences; Political Issues; Political Power; Politics; Social

Education; *Social Studies; *Textbook Evaluation; *Textbook Research

IDENTIFIERS- *Asia; *Oriental Culture

Do social studies textbooks used in U.S. schools provide an unbiased view of other cultures? This research study analyzes five social studies textbook series and 26 children's literature books used as supplementary materials for teaching about Oriental cultures. The instrument used was the Evaluation Coefficient Analysis (ECA) with the focus on value judgements used to describe Oriental cultures in the materials examined in the study. The criteria used were that the textbooks should be for the sixth grade level and that the children's literature should be used as supplementary materials. The results showed that of 94 textbook terms which were rated, 60 percent were viewed as favorable, 36 percent unfavorable, and 4 percent neutral. In the children's literature, 70 percent of the 17 terms evaluated were favorable and 30 percent were unfavorable, with 1 percent neutral. The findings suggested that selected social studies textbooks do not provide a negative stereotypical representation of Oriental cultures as indicated by a favorable rating on the ECA. Charts, tables, and a 26-item bibliography are appended. (NL)

ED 292 717

SO 018 762

Ascher, Abraham, Ed.

Studying Russian and Soviet History.

Social Science Education Consortium, Inc., Boulder, Colo.

SPONS. AGENCY- National Endowment for the Humanities (NEAH), Washington, D.C.

REPORT NO.- ISBN-0-89994-317-9

PUB DATE- 87

NOTE- 120p.; Originally presented at summer institutes for teachers.

AVAILABLE FROM- Social Science Education Consortium, Inc., 855

Broadway, Boulder, CO 80302.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Historical Materials (060)

DESCRIPTORS- Area Studies; *Foreign Countries; *History; *History Instruction; Secondary Education; Social Studies; World History

IDENTIFIERS- Historical Background; Historical Bibliography; Russia; Russian History; *Russian Studies; *Soviet Studies; USSR

*United States History; Units of Study
IDENTIFIERS- *Depression (Economic 1929)

This teaching unit, one of a series of eight, contains an overview, objectives, suggested teaching procedures, and expanded activities. In the three learning activities provided, students are presented with real situations that businesses faced during the Depression. They are asked to make decisions for each situation based on three different options. Possible outcomes for each of the options are then discussed. Each of the situations is supported by facsimiles of original documents of the period as well as period photographs. Situation 1 presents students with the dilemma of companies trying to save their businesses during the Depression. In situation 2, a company is faced with the problem of whether or not to lower prices in order to outsell its competitors. Students are given three different options. In situation 3, a business is faced with President Hoover's appeal for a shorter work week and sharing the work that is available. (SM)

ED 292 731

SO 019 026

World War I. The Home Front: How a U.S. Corporation an Economic Disaster. Perspectives.

Procter and Gamble Educational Services, Cincinnati, OH.

PUB DATE- 85

NOTE- 20p.; For other units in this series, see SO 019 024-032.

Illustrations may not reproduce clearly.

AVAILABLE FROM- Procter and Gamble Educational Services, 299 E. 6th Street, Cincinnati, OH 45202 (\$1.95); complete series, \$9.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Class Activities; *Economics; *Primary Sources; Secondary Education; Social Studies; *United States History; Units of Study

IDENTIFIERS- *World War I

This teaching unit, one of a series of eight, describes home front activities from the perspective of one business and can be used to supplement class discussion of World War I. It can be used in one or two class periods of U.S. history, world history, sociology, economics, or business. The unit consists of a teacher's folder

PUB DATE- 9 Dec 87

NOTE- 51p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Access to Education; Coeducation; *Educational Background; *Educational History; *Educational Opportunities; Equal Education; Higher Education; Social Science Research; *Womens Education; Womens Studies

The early women college students were pioneers. They had a difficult time obtaining an opportunity for a college education, because college was not thought to be necessary for the women of the 19th century. By overcoming many obstacles, these early college graduates were able to reap the rewards of an intellectually stimulating career. This study of women's struggle for equal education: (1) outlines the historical background of women's education in the United States; (2) provides a chronology of educational opportunities; (3) profiles early women college students; (4) delineates the objectives of early women college educators; and (5) discusses the careers of college graduates. Female seminaries were the earliest opportunities for formal education. In 1839, the Georgia Female College opened in Macon, Georgia as the first college for women to award the bachelor's degree. With the opening of this school, opportunities for women continued to grow. The women who were founders of colleges and the professors in early women's colleges provided the necessary role models and encouragement for women college students. Highly motivated pioneer women college students completed their college education and attained greater accomplishments. Today's college educators should know that pioneer college students from different ethnic groups are struggling for a college education and need the same kind of encouragement that early women pioneers had. Four pages of references are included. (SM)

ED 292 746

SO 019 067

White, Charles S.

Guide for Evaluators of Social Studies Courseware. Revised.

PUB DATE- 13 Feb 87

NOTE- 8p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General

Hallman, Clemens L.

Goals for Reflecting Cultural Diversity in Teacher Education.

PUB DATE- Jan 88

NOTE- 26p.; Paper presented at the National Conference on Recruitment and Retention of Minority Students in Teacher Education (2nd, Lexington, KY, January 17-19, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Cognitive Style; *Cultural Differences; *Equal Education; Higher Education; *Minority Groups; Minority Group Teachers; Preservice Teacher Education; Program Effectiveness; School Holding Power; Student Recruitment; *Teacher Education Programs; *Teaching Styles

In this presentation on how teacher education programs should reflect cultural diversity in order to attract and retain minority students, 10 premises are set forth on the needs and shortcomings of the present system of educating teachers. A discussion of goals for reflecting cultural diversity in teacher education programs emphasizes the necessity of empowering rather than disabling minority students, and considers ways in which the faculty can meet the needs of the students. It is suggested that knowledge of differences in learning styles and matching learning styles with compatible teaching styles has far-reaching implications for teacher education programs. An outline is given for implementing goals that reflect cultural diversity in teacher education programs. It is stated that, when equal educational opportunities are provided, the results will pay great dividends, enrich society, put a greater value on pluralism, and minorities will more willingly decide to participate in teacher education programs. (JD)

ED 292 762

SP 029 963

Loesch-Griffin, Deborah A.; And Others

The Rich Gets Richer: Multiple Sources of Qualitative Data in an Evaluation of School-Based Health Promotion Programs.

SPONS. AGENCY- National Heart, Lung, and Blood Inst. (DHHS/NIH), Bethesda, MD. Div. of Lung Diseases.

PUB DATE- Nov 86

NOTE- 26p.; Paper presented at the Annual Meeting of the American Evaluation Association (Kansas City, MO, October 30-November 1, 1986).

PUB DATE- 88

NOTE- 223p.

AVAILABLE FROM- Phi Delta Kappa, P.O. Box 789, Bloomington, IN
47402-0789 (\$7.00).

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Basic Skills; College School Cooperation; Curriculum
Enrichment; *Educational Change; *Educational Policy; Elementary
Secondary Education; Governance; Higher Education; *Institutional
Characteristics; *Program Implementation; *School Effectiveness;
Teacher Effectiveness

IDENTIFIERS- *Excellence in Education

This critical analysis of the reforms in education identifies the political motives behind many of the reforms and argues that top-down mandates for reform will fail. Data are taken from a survey of schools and districts with reputations for excellence. Excellence is defined pragmatically by describing what these schools do, and how educators in these schools and others feel about the effects of reform is reported. Using information from the survey, 23 guidelines for achieving true excellence are presented. (JD)

ED 292 778

SP 030 038

Project Education Reform: Time for Results. Newsletters--May, September, and December, 1987.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 87

NOTE- 16p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- *Educational Change; *Educational Resources; Elementary
Secondary Education; *Government Role; *Program Evaluation;
Regional Laboratories; *State Action

IDENTIFIERS- *Project Education Reform Time for Results

The major topics covered in these newsletters include: (1) background information on Project Education Reform; (2) "The Governors' 1991 Report on Education: Time for Results"; (3) elementary education and the National Governors' Association (NGA) project; (4) the goals of 16 school sites in carrying out

and applying practical results to specific classroom situations. Students were also given some insight into data-gathering and observation as ways to develop their reflective teaching practices. In a discussion on how the student teachers were helped to reflect within their action research, a description is given of the "cosmic egg," a teaching tool developed to aid critical reflection by emphasizing the interrelatedness of all dimensions of an educational issue. The final section of this report considers issues that emerged from the experience of student teacher practice of action research. The appendices include a list of projects undertaken by the students, a diagram of the "cosmic egg," examples of action research reports written by student teachers, and a list of resources on using action research. (JD)

ED 292 794

SP 030 104

Packard, Richard D.; Dereshiwsky, Mary I.

Evaluation Research. Study of the Effects of a Career Ladder Intervention Program with Focus on the Production & Outcomes in Student Achievement.

PUB DATE- 30 Apr 88

NOTE- 14p.; Paper presented to the Arizona Educational Research Association for the Conference on Partnerships in Education (April 30, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Academic Achievement; *Career Ladders; Elementary Secondary Education; *Prediction; *Program Effectiveness; *Program Evaluation; *Research Methodology; State Programs

In 1984, Arizona governmental officials began studying a social problem plaguing both the state and country for many years: "Does a teacher incentive program enhance the profession and student achievement?" Research and evaluation has been underway for over 3 years and is focusing on the parameters of a model which will be reported to policy makers in 1989 to determine future state-wide expansion. Since student achievement is a key issue of policy research, the following methodologies for its study have been devised: (1) pre-test, post-test, gain score elements; (2) multivariate regression model; (3) canonical correlation; and (4) qualitative matrix paradigm. The first goal of the analysis will be to assess the magnitude and direction of gain scores for selected

IDENTIFIERS- Italy; *Posner Conceptual Change Model

A discussion is presented on the development and implementation of two inservice training programs for science teachers which were based on a "constructivist perspective" which is based on the belief that knowledge (in an individual) is always a personal construction. Within this framework, the programs involved the development of both teaching strategies aimed at fostering in the pupils the construction of new knowledge in science, and of training activities aimed at fostering in the teachers the construction of a new teaching style. A description is given of the details of the two inservice training programs, the first of which lasted for 5 years and was devoted to inservice science teachers in the middle school level. All were graduated in mathematics or physics, chemistry, biology, or natural sciences. The second, most recent program, was devoted to elementary school teachers who had received very little training in science at the preservice level. (JD)

TM

ED 292 810

TM 011 080

Tollefson, Nona; Tripp, Alice

The Effect of an Exclusion Item Format on Item Difficulty and Item Discrimination.

PUB DATE- 86

NOTE- 15p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Achievement Tests; *Difficulty Level; *Discriminant Analysis; Graduate Students; Higher Education; *Item Analysis; *Multiple Choice Tests; Test Construction; *Test Format; Test Items

The item difficulty and item discrimination of three multiple-choice item formats were compared in experimental and non-experimental settings. In the experimental study, 104 graduate students were randomly assigned to complete one of three forms of a multiple-choice test: (1) a complex alternative ("none of the

at a state institution can be presented as supportive evidence in fulfilling the NCATE expectations. The Kruskal-Wallis One-Way Analysis of Variance procedure was selected as the test statistic to analyze the data obtained from each of the four AICT subtests based on the following four educational areas: (1) early childhood/elementary education; (2) secondary education; (3) special education; and (4) physical education. The Mann-Whitney U-Test was used to determine which groups differed from other groups. Results indicate significant differences in mean ranks of various groups across areas tested. (TJH)

ED 292 825

TM 011 203

Haines, Joyce; Turner, Susan D.

Writing to Read Program. Annual Evaluation Report.

PUB DATE- Aug 87

NOTE- 56p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Educational Assessment; Kindergarten; Outcomes of Education; Parent Attitudes; Primary Education; *Program Evaluation; Reading Instruction; *Reading Programs; Teacher Response; Writing Instruction; *Writing Laboratories

IDENTIFIERS- *Florida (Tampa); Writing to Read Program

In 1986-87, the Writing to Read (WTR) program was piloted in kindergarten classes of four elementary schools in Tampa, Florida. Under the direction of their teachers and the WTR aide, kindergartners worked in the WTR laboratory for 1 hour per day. Students moved through the five-station laboratory where they learned and practiced phonetic, reading, and writing skills. A comprehensive program evaluation was conducted to determine the degree and ease of implementation, teacher and parent perceptions, and short-term effects on students. Major findings from the first-year data indicate that: (1) the WTR program was implemented as intended at the four sites; (2) parents overwhelmingly favored the WTR program; (3) teacher response to the teacher training program was positive; (4) over 90 percent of the WTR teachers reported that their students were reading better than previous groups of students; (5) over 80 percent of the WTR teachers reported that their students were writing better than previous groups; and (6) student outcome measures strongly favored the WTR instructional group over a comparison group. (TJH)

and 123 participants with no previous experience answered questionnaires about the instrument and were compared using t-tests for their opinions of: (1) adaptability; (2) clarity; (3) effectiveness in determining the degree of articulation; (4) grammatical structure; and (5) terminology. No significant differences existed between experienced and inexperienced participants' ratings. Both novice and experienced participants also considered that a kindergarten through grade 12 self-study was more beneficial than a specific level study. Previous experience did not apparently improve the school's ability to cope with the process, although those with previous experience did begin making curricular changes more rapidly. Statistical data are summarized in tables. (SLD)

ED 292 842

TM 011 220

Chapter 2 Discretionary, 1984-85 Final Technical Report. Publication No. 84.63.

Austin Independent School District, Tex. Office of Research and Evaluation.

SPONS. AGENCY- Department of Education, Washington, D.C.

PUB DATE- 30 Jun 85

NOTE- 89p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Community Relations; Desegregation Methods; Dropout Prevention; Educational Improvement; *Federal Aid; *Financial Support; Grade 1; Outdoor Education; Primary Education; Reality Therapy; School Desegregation

IDENTIFIERS- *Austin Independent School District TX; *Education Consolidation Improvement Act Chapter 2

Under Chapter 2 of the Education Consolidation and Improvement Act, local school district funds are supplemented in basic skills development, educational improvement and support services, and special programs. For the 1984-85 year, in the Austin (Texas) Independent School District, some of the Chapter 2 discretionary funds were allocated to four desegregation-related programs: (1) bus monitors; (2) extracurricular transportation; (3) instructional monitors for a reality therapy program for referred students; and (4) a school-community liaison project. Other programs funded with this money were: (1) a dropout prevention program; (2) an outdoor learning program; (3) Project Wilderness for the emotionally

Validity of the CPM with different scoring modes was measured by Pearson product moment correlations between the scores on each administration of the CPM and the scores on other tests of general intelligence. Results indicate that multiple weight scoring of the CPM is superior to conventional scoring in that it increases the test's reliability and validity. Empirical weighting was the most efficient scoring method. Three tables, one figure, and one graph are presented. (TJH)

ED 292 858

TM 011 245

Zirk, Deborah A.; And Others

Alternative Approaches to Modeling the Individual Enlistment

Decision: A Literature Review. Technical Report 738.

PAR Government Systems Corp., Reston, VA.

SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

REPORT NO.- ARI-TR-738

PUB DATE- May 87

NOTE- 101p.

CONTRACT- MDA-903-85-C-0476

AVAILABLE FROM- U.S. Army Research Institute for the Behavioral and Social Sciences, ATTN: PERI-POT, 5001 Eisenhower Avenue, Alexandria, VA 22333-5600.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Career Choice; Cognitive Processes; *Decision Making;

*Enlisted Personnel; *Expectation; Military Personnel; *Models;

National Surveys; Social Influences

IDENTIFIERS- Decision Theory; *Expectancy Theory; *Military Enlistment

Findings of previous scientific decision-making literature are reviewed in an effort to specify a model depicting the many facets of the individual military enlistment decision. Theories and/or models reviewed include decision theory, social judgment theory, information integration theory, conjoint measurement/unfolding theory, cognitive decision theory, and expectancy theory. The areas of career and consumer decision-making are also reviewed. The extended Fishbein-Ajzen expectancy theory is recommended for modeling individual enlistment decisions. The Fishbein-Ajzen expectancy theory provides the following benefits: (1) use of

1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at;..." (150)

DESCRIPTORS- *Learning Motivation; *Motivation Techniques; *Student Motivation; Teaching Methods

IDENTIFIERS- *ARCS Motivational Theory; Instructional Theory

A two-stage study was conducted to determine the effects of motivational components in the learning experience. The first stage involved administration of a survey instrument to 150 teachers in the New York City area to obtain information on the means by which teachers incorporate motivation into their instruction. The second stage involved the administration of a hobby lesson to a student audience that reflected the integration of J. Keller's Attention, Relevance, Confidence, and Satisfaction (ARCS) motivational model into Merrill's Component Display Theory. The theory provides prescriptions for cognitive outcomes of instruction. The lesson was organized into three sections that led the students toward the task of determining the length of a dipole antenna. Results of tests administered to students before and after the lesson suggest a higher degree of attainment of the motivational objective of the lesson by those who took a version of the lesson that incorporated the motivational component. Results from administration of the lesson as well as the teacher survey suggest that the four factors of the ARCS model are intricately bound together, so that isolation of any one factor for prescription purposes may be detrimental to overall motivational effects. (TJH)

ED 292 873

TM 011 298

Ether, Marueen T. Gillick

An Analysis of Teacher Evaluation Forms.

PUB DATE- 85

NOTE- 11p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Classroom Observation Techniques; Elementary Secondary Education; Evaluation Methods; National Surveys; *Personnel Evaluation; Teacher Administrator Relationship; *Teacher Evaluation; Teacher Improvement

IDENTIFIERS- *Evaluation Reports; *Teacher Evaluation Record

the researcher to assess the proportion of variance explained by each factor in the orthogonal solution--the CMIRT approach is unlikely to yield such a statistic. Examination of the results shows the CMIRT approach to hold much promise. (SLD)

ED 292 889

TM 011 361

Peters, Stephen; Bagenstos, Naida Tushnet

State-Mandated Principal Evaluation: A Report on Current Practice.

PUB DATE- Mar 88

NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143) Tests, Questionnaires,
Evaluation Instruments (160)

DESCRIPTORS- *Administrator Evaluation; Educational Assessment;
Elementary Secondary Education; Evaluation Criteria; Formative
Evaluation; *Personnel Evaluation; *Principals; School
Administration; Standards; *State Programs

State-mandated practices for evaluation of principals are described. Most such programs draw on three bodies of literature concerning management and organizational theory, personnel evaluation, and effective principalship. In most evaluations, four concerns are constant: (1) supervision and staff development; (2) school and community relations; (3) curriculum and instructional leadership; and (4) finance and business administration. Lists of desired behavioral characteristics are found in most evaluations. A survey of 56 states and territories revealed that 74% mandate, or plan to mandate in the future, principal evaluations. Most have chosen to evaluate once a year. States with particularly valid and reliable instruments of evaluation are identified. The survey questionnaire is attached. (SLD)

ED 292 890

TM 011 374

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Reports -

Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Compensatory Education; *Educationally Disadvantaged;
Elementary Secondary Education; *Federal Programs; Mathematics
Instruction; *Program Effectiveness; Program Implementation;
Reading Instruction; Reading Readiness

IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1;
*South Carolina

Information about the utilization of Chapter 1 funds in South Carolina is presented for the years 1982-86. Tables and descriptions illustrate the impact of Chapter 1 programs and identify those projects exhibiting the greatest gains in terms of student achievement. Projects covered readiness, reading, and mathematics. The following types of data are reported for the program as a whole and for each of the specific projects at the various participating schools: (1) the increases and decreases in allocations; (2) numbers of students participating; (3) numbers and types of personnel; (4) types of services and the budgets for each; (5) achievement gains shown by norm-referenced test scores; (6) numbers of parents participating; (7) adult student ratios; (8) delivery systems; and (9) cost per student. Photographs are included. (VM)

ED 292 904

UD 026 071

Chapter 1 in North Carolina, 1985-1986.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of
Support Programs.

PUB DATE- Jun 87

NOTE- 14p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

Numerical/Quantitative Data (110)

DESCRIPTORS- Academic Achievement; Achievement Tests; *Compensatory
Education; *Educational Improvement; Elementary Secondary
Education; Mathematics Instruction; Parent Participation; *Program
Costs; *Program Effectiveness; Reading Instruction; Student
Characteristics

IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1;
*North Carolina

This document presents the distribution of Chapter 1 funds in North

ED 292 917

UD 026 086

Clay, Phyllis L.

Single Parents and the Public Schools. How Does the Partnership Work?

NCCE Occasional Papers.

National Committee for Citizens in Education, Columbia, Md.

PUB DATE- 81

NOTE- 69p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Ancillary School Services; Day Care; Elementary Secondary Education; Employed Parents; Extracurricular Activities; Instructional Materials; *One Parent Family; *Parent Attitudes; *Parent Grievances; *Parent School Relationship; *Public Schools; Questionnaires; School Activities; School Attitudes; School Buses; Sensitivity Training; Social Support Groups; Teacher Attitudes

IDENTIFIERS- Empowerment; Noncustodial Parents

In order to determine the nature of the partnership between single parents and the public schools, 1,237 single parents from 47 states were surveyed. The survey revealed the following parent attitudes: (1) many school-related activities are scheduled during the day when most single parents work; (2) school personnel seldom take the lead in communicating with noncustodial parents; (3) curriculum materials present the nuclear family as being "normal"; (4) there are not enough classes and group sessions for children about death, separation, or divorce; (5) there is a lack of availability of before- and after-school day care; (6) there are not enough late afternoon buses making after-school activities available to the children; and (7) there are not enough in-service training programs for school personnel on single-parent family/school issues. The following questions are addressed: (1) what assumptions are single parents encountering? (2) how do single parents view the attitudes of school personnel? (3) should the schools know a parent's marital status? (4) how do participants feel about the schools? and (5) how do single parents feel about their children's school behavior and achievement? Recommendations for both parents and schools are offered. A copy of the survey instrument and a list of resources (books, articles, periodicals, organizations, films, filmstrips, videotapes, curriculum materials, in-service training) are

The Career Beginnings Outward Bound Component: An Empirical Evaluation.

Outward Bound USA, Greenwich, CT.

PUB DATE- Nov 87

NOTE- 21p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Achievement Need; Careers; College Preparation; High Schools; *High School Students; Individual Development; *Internship Programs; *Interpersonal Competence; Minority Groups; Program Effectiveness; *Self Esteem; Well Being; Youth

IDENTIFIERS- *Outward Bound

This paper summarizes the results of the empirical evaluation of the Outward Bound component of the 1987 Career Beginnings Program. Career Beginnings is a national, privately funded program designed to increase the probability that minority high school youth will either attend college or find good jobs following high school graduation. The Outward Bound component consisted of providing 85 Career Beginnings students with full scholarships to wilderness challenge programs ranging in length from 14 to 23 days. The effectiveness of the Outward Bound component was evaluated using a pre/post quasi-experimental design. The control group consisted of 98 Career Beginning students, chosen randomly, who were not interested in attending Outward Bound. Analysis of several instruments and surveys showed that the experimental students were significantly improved over the control group on the following measures: (1) general well being; (2) self-confidence; (3) social consciousness; and (4) sociability. Both groups of students improved on measures of hopelessness and self-deprecation. Neither group changed much on achievement motivation. The results generally support Outward Bound's ability to increase the positive effects of the Career Beginnings Programs. Tables and figures illustrate the statistical data. (Author/VM)

Asian/Pacific American Education: Brief Bibliographies. ERIC Information Alerts Numbers 2-4.

Concept Formation; Educational Technology; Elementary School Mathematics; Elementary Secondary Education; Equations (Mathematics); Functions (Mathematics); *Mathematical Concepts; *Mathematics Curriculum; *Mathematics Education; *Mathematics Instruction; Mathematics Skills; *Secondary School Mathematics

This volume is organized into six parts. Chapters 1-5, which make up Part 1, first discuss the forces impinging on algebra in the curriculum and suggest possible directions for change. Chapters 6-8, Part 2, concentrate on concepts and teaching possibilities available prior to the formal introduction of algebra. The notion that algebraic ideas are accessible to younger learners but, again, that care is needed in their development, is reinforced. In chapters 9-11, Part 3, equations and expressions in algebra are the focus. It is suggested that previous learning affects the learner's view of new ideas, that the solution of linear equations demands a careful developmental sequence, and that factoring and polynomials are important algebraic topics. Part 4, made up of chapters 12-14, emphasizes suggestions for teaching and using word problems in algebra. Part 5, chapters 15-24, emphasizes the use of technology in the algebra classroom. Suggestions include presenting guidelines for the development of instructional software, using computer programming as a way to introduce mathematical concepts, using computer generated data to teach concepts and processes, and using the calculator as a tool. Part 6, chapters 25-34, focuses on helpful, teacher tested, ideas for teaching algebra. (PK)

ED 292 673

SE 049 048

Pauline, Ronald F.; Bell, Paul E.

The Effects of Slide/Sound Computer Based Instruction on Students' Achievement and Retention.

PUB DATE- 88

NOTE- 17p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; *Computer Uses in Education; *Earth Science; Grade 9; *Interactive Video; Research; Science Education; Secondary Education; *Secondary School Science; *Teaching Methods

This paper presents a case study involving a small group of students enrolled in a tutorial program learning introductory college chemistry. The underlying theoretical framework of this investigation was a constructivist view of learning, but more specifically it was based on Ausubel's theory of meaningful learning. The findings of this investigation were: (1) students did undergo qualitative changes in their knowledge, but some students more so than others; (2) these changes were related to the students' learning approach, i.e., positively related to the adoption of a meaningful learning set (a predisposition to learn meaningfully); and to the nature (quality and quantity) of their prior knowledge; and (3) evidence suggested that at least one of the subjects changed from essentially a rote learner to a more meaningful learner. In addition, this study explored Ausubel's condition of adopting a meaningful learning set for meaningful learning to occur. (CW)

ED 292 688

SE 049 073

Blosser, Patricia E., Ed.; Helgeson, Stanley L., Ed.

National Association for Research in Science Teaching Annual Conference, Abstracts of Presented Papers (61st, Lake of the Ozarks, MO, April 10-13, 1988).

National Association for Research in Science Teaching.; Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

PUB DATE- Apr 88

NOTE- 186p.; For 1987 abstracts see ED 280 715.

AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (\$8.50).

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)

- DESCRIPTORS- *Academic Achievement; Biology; Chemistry; Cognitive Processes; College Science; Computer Assisted Instruction; Concept Formation; Curriculum Development; *Elementary School Science; Elementary Secondary Education; Foreign Countries; Higher Education; Learning Strategies; Misconceptions; Physics; Problem Solving; Process Education; Science and Society; *Science Curriculum; Science Education; Science Instruction; Science

Studies; Social Systems; Voting; World Affairs
IDENTIFIERS- *Japan

Divided into four major parts, this document explains the significance of the Liberal Democratic Party (LDP) in Japan. Part 1 indicates that the LDP has governed Japan since 1955 and controls 445 seats in the 764 seat parliament. The selection of the prime minister, chosen from within the ruling party, is seen as vital to U.S. interests. For example U.S.-Japanese trade totaled 109 billion dollars in 1986. The last prime minister, Yasuhiro Nakasone, presided over major changes in both politics and Japanese society. The primary concern for the United States is whether the new prime minister can reduce the current tension in U.S.--Japanese relations. Part 2 of the report describes the selection process for the prime ministers by the party members. Part 3 provides profiles of the four candidates and describes the legacy of Nakasone. Part 4 outlines the key issues and implications of the election for the United States. The new prime minister will face several key tasks that include restructuring the economy, stabilizing the yen, and maintaining a base of support. Party support comes from farmers and rural residents, and the electoral process is candidate centered rather than party centered. LDP is the most conservative party but is perceived as flexible and responsive to public pressure. Party power is limited, and the bureaucracy plays a greater role in drafting legislation than in the United States. Appended are an economic fact sheet, a genealogy chart of LDP's five major factions from 1965-87, and a list of Japan's prime ministers from 1946-1987. (NL)

ED 292 703

SO 018 620

Beach, Richard, Ed.; And Others

Teaching Canada: A Newsletter for Teachers. Volume 4, Numbers 1-3, 1985-1986.

State Univ., of New York, Plattsburgh. Coll. at Plattsburgh. Center for the Study of Canada.

PUB DATE- 86

NOTE- 34p.

AVAILABLE FROM- Center for the Study of Canada, State University of New York, Plattsburgh, NY 12901.

LANGUAGE- English; French

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials

These essays were written to assist teachers in the task of making Russian history intelligible to young U.S. students. In "An Approach to Russian History," Edward Keenan proposes that students need to gain a better understanding of how Russians perceive themselves and their history. In "Pre-Petrine Russia," Andrzej S. Kaminski focuses on the origins of the state, problems of the steppe, autocracy, structure of society, church, and the multinational character of the state. Marc Raeff describes developments during the 18th century in "Russia From 1689 to 1825/55." Richard Wortman discusses how the political, social, and cultural settings defined the way in which ideas were understood and used in "Russian Intellectual History to 1917: An Introduction." Abraham Ascher delineates the fundamental economic, political, and social changes that took place in "Revolutionary Russia, 1861-1921." Robert C. Tucker's aim is to put the Soviet Union's history into a Russian perspective in the essay, "Soviet Russia under Lenin and Stalin: 1921-1953." Vojtech Mastny discusses "The Soviet Union since 1953." The scholars also include bibliographic essays to help teachers locate materials that are usable in teaching Russian history. An eight-page index is provided. (SM)

ED 292 718

SO 018 763

Lee, Yong-sook, Ed.; And Others

Teaching about Korea: Elementary and Secondary Activities.
Korean Educational Development Inst., Seoul.; Social Science
Education Consortium, Inc., Boulder, Colo.

REPORT NO.- ISBN-0-89994-309-8

PUB DATE- 86

NOTE- 196p.; Photographs may not reproduce clearly.

AVAILABLE FROM- Social Science Education Consortium, Inc., 855
Broadway, Boulder, CO 80302.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Cultural Awareness; Educational Resources; Elementary
Secondary Education; Foreign Countries; Instructional Materials;
International Education; *Korean Culture; Learning Activities;
Social Studies; Teaching Methods

IDENTIFIERS- *Korea

The classroom activities in this book focus on teaching about

with accompanying student materials that can be duplicated and distributed. Materials from the Procter and Gamble Archives are used to implement activities. This unit sets the scene for classroom discussion of home front activities, specifically those of the business community. The activities define the wartime situation and present actions taken by businesses to carry out their responsibilities. The unit focuses on the home front activities of Procter and Gamble during the war. An overview, objectives, teaching procedures, class activities, student handouts, vocabulary lists, and ways to use economic concepts to understand historical developments are provided. The unit is illustrated with contemporary photographs. (SM)

ED 292 732

SO 019 027

World War II: A War on All Fronts. Perspectives.

Procter and Gamble Educational Services, Cincinnati, OH.

PUB DATE- 85

NOTE- 25p.; For other units in this series, see SO 019 024-032.

Illustrations may not reproduce clearly.

AVAILABLE FROM- Procter and Gamble Educational Services, 299 E. 6th Street, Cincinnati, OH 45202 (\$1.95); complete series, \$9.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Class Activities; *Economics; Instructional Materials; Primary Sources; Secondary Education; Social Studies; *United States History; Units of Study

IDENTIFIERS- *World War II

This teaching unit, one of a series of eight, reviews business's overall response to World War II, and specifically one company's involvement in the nationwide call to mobilize. Learning activities consist of class discussion and small group participation focusing on activities undertaken by businesses on behalf of U.S. war efforts. Materials from the Procter and Gamble Archives and other primary source documents are used. The unit includes an overview describing specific situations during World War II, objectives, suggested teaching procedures, class activities, vocabulary, student handouts, and suggested ways to use economic concepts to explain history. (SM)

(050)

DESCRIPTORS- *Computer Software; *Courseware; *Evaluation; Evaluation Criteria; *Social Studies

In formulating a practical guide for evaluators of social studies courseware, the fundamental elements of the "Evaluator's Guide to Microcomputer-Based Instructional Packages," (MicroSIFT, 1982) were combined with an abbreviated version of the National Council for the Social Studies (NCSS) adopted curriculum-specific guidelines. The categories used in evaluating courseware include: (1) general quality of content; (2) general instructional quality; (3) general technical quality; (4) social studies knowledge; (5) social studies skill development; and (6) values in social studies. Specific criteria are delineated for each of six categories that teachers need to address in evaluating the courseware. In establishing a rating for a particular evaluative category, instructors should: (1) evaluate the total package; (2) apply the specific criteria within the category to the package; and (3) assign a rating to the category. A sample review outline is provided. (SM)

ED 292 747

SO 019 074

McKernan, Jim, Ed.; And Others

Irish Educational Studies, Vol. 6, No. 2, 1986-1987.

Educational Studies Association of Ireland, Dublin.

PUB DATE- 87

NOTE- 238p.; For Volume 6, No. 1, see SO 018 551. For earlier issues, see ED 235 105, ED 248 187-188, and ED 260 961-962.

AVAILABLE FROM- Business Editor, Education Department, University College, Dublin 7, Ireland.

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Anthologies; *Educational History; *Educational Research; Educational Trends; Foreign Countries; Research Projects

IDENTIFIERS- *Educational Issues; *Ireland

This document contains 14 papers, written by Irish scholars, that consider educational history, sociology, philosophy, comparisons, curricula, and measurements. Six of the papers address various aspects of the history of education in Ireland. Lorcan Walsh analyzes the theme of nationalism in the Christian Brothers' textbooks, and Aine Hyland describes primary school curriculum changes during the past century. Patrick Callan addresses the

GRANT- HL 07034

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Elementary Secondary Education; Evaluation Methods;

*Interdisciplinary Approach; Program Development; *Program
Evaluation; *Research and Development; *School Health Services;
*Teamwork

IDENTIFIERS- *Health Promotion; *Stanford Heart Disease Prevention
Program

A report is given of the problems and successes of an evaluation team engaged in examining a 9-year community research demonstration project. The project, the Stanford Heart Disease Prevention Program, was designed to develop effective health education programs and to institutionalize these programs through community organizations so that they are maintained within existing systems over a long period of time. The evaluation team consisted of four individuals with different disciplinary perspectives, coming from the fields of: health and medicine, developmental psychology, community and youth education, and communications and media. In addition to identifying developmental trends in health behavior, the team was committed to conducting ongoing research with every project they introduced into the schools. A detailed description is given of the team's activities. Because the team was composed of four individuals with multiple roles, simultaneously involved in promoting research and development goals, the collaboration frequently involved conflicting goals and compromises as well as creative development. Nevertheless, their experience spoke to the importance of involving an interdisciplinary evaluation team if schools are to develop, implement, and institutionalize cost-effective health promotion programs. (JD)

ED 292 763

SP 029 966

Daniel, Larry G.; Okefor, Karen R.

Teaching Experience and Confidence in Teachers.

PUB DATE- 11 Nov 87

NOTE- 34p.; Paper presented at the Annual Meeting of the Mid-South
Educational Research Association (Mobile, AL, November 11-13,
1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

recommendations from the NGA report on education; (5) Oak Ridge (Tennessee) school improvement objectives; (6) the purpose and functions of regional education laboratories; (7) evaluating education from the national perspective; (8) the progress of Project Education Reform; (9) preparing for the future; (10) implementation of reforms at Montrose County School District and Mapleton Adams School District in Colorado; and (11) the importance of education on governors' agenda. (JD)

ED 292 779

SP 030 044

Brightwell, D. Shelby; Dugas, Edmond A.

Status of Health and Physical Education in Louisiana Public Schools: Grades 6-12, 1987. Research Bulletin 1811.

Louisiana State Dept. of Education, Baton Rouge.

PUB DATE- 87

NOTE- 94p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Curriculum Design; Elementary Secondary Education; Faculty Mobility; *Health Education; Participative Decision Making
*Physical Education; *Program Effectiveness; *Teacher Attitudes;
*Teacher Background; Teacher Certification; Teacher Effectiveness;
Teacher Role

This study focused on all teachers, in the public schools of Louisiana in grades 6-12, who taught health and physical education at least 50 percent of the time. A 53 percent return was obtained, which represented 917 teachers in 381 schools. Responses were received from all 64 parishes and the two city school systems in the state. The study investigated several topics which relate to: (1) the breadth and sex-designated format of curricular offerings; (2) teaching effectiveness; (3) economic and demographic information about teachers; (4) variables responsible for teachers continuing in education or leaving the field; (5) professional memberships and attendance patterns at professional meetings; (6) role diversification of teachers; (7) usefulness of selected undergraduate courses; (8) frequency of bachelors and masters degrees; (9) usefulness of State Department of Education guides; (10) certification; and (11) teaching patterns and decision-making sources of program content. Recommendations are offered for program improvements. References and a copy of the survey instrument are appended. (JD)

student achievement measures within individual districts. Secondly, a predictive model will be developed within selected districts which will attempt to link multiple district-specific student achievement and teacher performance measures, while controlling for possible pre-existing extraneous influences on student performances. (Author/JD)

ED 292 795

SP 030 106

Callaway, Rolland

A Study of Teachers' Planning.

PUB DATE- Apr 88

NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)

DESCRIPTORS- *Cognitive Processes; *Curriculum Development; Elementary Secondary Education; Instructional Effectiveness; Lesson Plans; *Planning; *Teachers; Teaching Methods; *Units of Study

The purpose of this research was to study the decisions which experienced teachers would make in planning a new unit of curriculum and instruction. The study focused on unit planning in the context of the total scheme of teacher planning, i.e., yearly, term or semester planning, unit planning, weekly planning, and daily lesson planning. Seventy-six experienced elementary and secondary teachers were asked to plan a unit, listing in chronological order the planning decisions made prior to the beginning of the unit, and decisions that would be made as the unit was being taught. An analysis of the results summarizes the following points: (1) the major concern in unit planning appeared to be the question of what content is to be included in a general sense, and where this fits into the district and textbook curriculum; (2) the second concern was what resources and materials would be readily handy; (3) there was indication of the need for evaluation, but in a typical test approach; and (4) there was not much evidence that great consideration would be given to student interests and motivation in planning. (JD)

above") as the correct answer; (2) a complex alternative as a foil; and (3) a one-correct answer format. Statistical concepts were then content tested. Analysis of variance showed significant mean differences in the item discrimination indices for the three item formats. Items having "none of the above" as the correct answer had a significantly higher mean discrimination index than did the other two item formats. There was no significant difference in the mean item difficulties for the three item formats. The non-experimental study compared the item characteristics of multiple-choice items administered as a final examination in a first-year graduate statistics course, using 44 graduate students. A significant difference in mean item difficulty was observed; the mean difference in item discrimination values was not significant. (Author/SLD)

ED 292 811

TM 011 115

Corbett, H. Dickson; Wilson, Bruce L.

Study of Statewide Mandatory Minimum Competency Tests.

Research for Better Schools, Inc., Philadelphia, Pa.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 30 Nov 87

NOTE- 119p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Reports - Research/Technical (143) Tests, Questionnaires,

Evaluation Instruments (160)

DESCRIPTORS- Academic Achievement; Administrator Attitudes;

Educational Change; Educational Testing; Elementary Secondary

Education; *Minimum Competency Testing; School Districts; School

Personnel; School Surveys; *State Legislation; State Programs;

Student Evaluation; *Teacher Attitudes; Testing Programs

The reactions of local educators (teachers, principals, and central

office personnel) to the initiation of statewide mandatory minimum

competency tests and the effects of implementing these testing

programs were studied. Variations among school districts within two

states were considered. Items from a survey of individual educators

were combined into scales measuring local system adjustments.

Scales were used to study a "low stakes" state, where relatively

minor consequences depended on student performance, and a "high

stakes" state where graduation depended on passing the tests. The

ED 292 826

TM 011 204

Mitchell, Stephanie

Whitney M. Young Learning Center in the Portland Public Schools.
1986-87 Evaluation Report.

Portland Public Schools, OR. Research and Evaluation Dept.

PUB DATE- Aug 87

NOTE- 76p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *After School Education; After School Programs; Black Students; Compensatory Education; Educational Assessment; Elementary Secondary Education; Homework; *Minority Group Children; Program Evaluation; *Self Esteem; Tutoring

IDENTIFIERS- *Portland School District OR

The Whitney Young Learning Center (WYLC) is an after-school homework assistance and tutoring program for students in grades 6-12 in north and northeast Portland, Oregon. The program strives to help students achieve academic success and become self-directed learners with enhanced racial pride and self-esteem. During 1986-87, the WYLC program provided tutoring to 175 students, most of whom were from minority families. Participation increased 92 percent during 1985-86. During 1986-87, the WYLC program added special activities to develop self-esteem in Afro-American youth, who represent 80 percent of the client population. A student survey was administered to WYLC participants, and student and teacher interviews were conducted. Findings of the evaluation of the WYLC program suggest that: (1) consideration should be given to expansion of the program; (2) the WYLC should include strategies to enroll more compensatory education students and encourage participation of Chapter 1 students; (3) the WYLC should develop a plan for maintaining or increasing overall student participation; (4) the WYLC should consider the funding level of the program in approximating the number of students to be served by the program; and (5) future evaluations should provide longitudinal or other comparison data to relate improvement gains to participation in the program. (TJH)

disturbed; (4) Project PLUS for underachieving first graders; (5) Spanish instruction for teachers and staff; and (6) Project Achieve, a reading specialist program. Eleven appendices, which comprise three-quarters of the document, describe each program in detail. (SLD)

ED 292 843

TM 011 221

O'Neal, Sandra

C.T.B.S. Testing; Spring 1986. District Report. Grade 3, 5, and 8. Albuquerque Public Schools, NM. Instructional Research, Testing, and Evaluation.

PUB DATE- Aug 86

NOTE- 54p.; Some figures contain small print. Some pages are printed on colored paper.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Achievement; *Achievement Tests; *Basic Skills; Elementary Education; Grade 3; Grade 5; Grade 8; Instructional Improvement; Language Skills; Mathematics Achievement; National Norms; Reading Achievement; School Districts; State Programs; Test Interpretation; *Test Results; Test Use; Trend Analysis

IDENTIFIERS- *Albuquerque Public Schools NM; *Comprehensive Tests of Basic Skills

The Comprehensive Tests of Basic Skills (CTBS) battery is administered in New Mexico school districts, as part of a state mandated assessment program, to students in grades 3, 5, and 8 to measure achievement in basic skills (reading, language, and mathematics). Various types of test data are presented for use in modifying the basic instructional program in the Albuquerque Public Schools (APS). The 1986 test results for individual APS schools and average percentile ranks across the district are contained in graphs, figures, and tables. Test scores for each grade level of APS students are better than those in the national norming population for almost every content area subtest. Between 1985 and 1986, third graders' scores improved in nine content area subtests and showed a two percentile point decline in one subtest; fifth graders' scores increased on all but one subtest; and eighth graders' performance increased in language mechanics, language expression, spelling, and reference skills. Average percentile

behavioral intent and the explicit dependent variable; (2) a social component for explicit determination of the effect of influencers on individual decisions; (3) a cognitive component for evaluating career options on specified belief attributes; (4) incorporation of affect in the form of the evaluation placed on each belief as well as its broad conceptual framework; and (5) facilitation of a multimeasurement approach for triangulating on decision model components. This report documents work completed during the first phase of a three-phase project. After this phase of the project, the Army will conduct a nationwide survey to validate the use of the models assessed in the first phase. If the instruments prove predictive, they will be adapted for use as decision aids during the third phase of the project. A 10-page list of references is included. (TJH)

ED 292 859

TM 011 247

Our 30th Year: 1986-87 Annual Report. Secondary School Admission Test Board.

Secondary School Admission Test Board, Princeton, NJ.

PUB DATE- 87

NOTE- 21p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Admission (School); *Admissions Officers; *Annual

Reports; Elementary Education; Elementary School Students;

Nonprofit Organizations; *Private Schools; Secondary Education;

*Standardized Tests; Testing Programs

IDENTIFIERS- Admissions Testing Program; *Secondary School Admission Test Board

The Secondary School Admission Test Board (SSATB) is a professional educational association of nearly 650 independent elementary and secondary schools and organizations, all committed to excellence in the profession of independent school admission. In this role, the SSATB tested 47,576 students in 1986-87. The SSATB is a non-profit corporation that focuses on providing a highly secure, valid, reliable test (the Secondary School Admission Test (SSAT) to be used as one measure for admission to schools. The board is also committed to providing opportunities for the professional growth of educators in admission. The objectives of the organization include: (1) endorsement of SSATB standards of professional conduct; (2) provision of the SSAT evaluation instrument; (3) sponsorship of

Forms used for evaluating teachers from every geographic area to the United States were examined to determine common characteristics. Thirty of 75 forms received from school districts (local educational agencies) were analyzed. A synthesis of evaluation schemes across the country includes certain characteristics: (1) each teacher must have a current copy of the evaluation forms whether the teacher is to be evaluated or not; (2) a goal setting conference between teacher and administrator is part of the evaluation process; (3) classroom observation is included; and (4) a post-observation conference between teacher and administrator is conducted. Many levels of assessment were found, with 41% providing only two. Despite variations of format and timing, there were basic similarities across the country in theory, goals, procedures, and frequency of evaluation. (SLD)

ED 292 874

TM 011 308

Progressive Achievement Tests in Reading: Comprehension & Vocabulary.
Teacher's Handbook. Second Edition.

Australian Council for Educational Research, Hawthorn.

REPORT NO. - ISBN-0-85563-4219

PUB DATE- 86

NOTE- 54p.

AVAILABLE FROM- Australian Council for Educational Research Limited,
P.O. Box 210, Hawthorn, Victoria 3122, Australia (\$17.95).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Achievement Tests; Elementary Secondary Education;
Foreign Countries; Language Arts; Norm Referenced Tests; Raw
Scores; Reading Achievement; *Reading Comprehension; Reading Tests;
Scoring; *Test Manuals; Test Norms; *Vocabulary Skills

The teacher handbook for Progressive Achievement Tests (PATs) in Reading presents an overall description of these survey tests in reading comprehension and vocabulary knowledge for school years 3 to 9. There are two alternative forms of each test: (1) the Reading Comprehension tests are designed to measure two major aspects of reading skills (factual and inferential comprehension of prose material); and (2) the Reading Vocabulary tests are designed to measure knowledge of terminology (word knowledge). The PATs are intended primarily to assist teachers in determining the level of development attained by their students in these basic skills. The

Tourangeau, Roger; And Others

The National Longitudinal Study of the High School Class of 1972
(NLS-72) Fifth Follow-Up (1986) Data File User's Manual. Contractor
Report.

National Opinion Research Center, Chicago, Ill.

SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.

REPORT NO.- CS-87-406C

PUB DATE- Dec 87

NOTE- 362p.; For the Teaching Supplement accompanying this report,
see TM 870 764.

CONTRACT- 300-84-0169

LANGUAGE- English

EDRS Price - MF01/PC15 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Reports - Descriptive (Program/Project
Descriptions) (141)

DESCRIPTORS- *Databases; Data Collection; *Followup Studies; High
Schools; *High School Students; Longitudinal Studies; Online
Systems; Secondary Education; Statistical Analysis; *Statistical
Data; Surveys

IDENTIFIERS- *National Longitudinal Study High School Class 1972

This manual was produced to familiarize data users with the
procedures followed in data collection and processing of the fifth
follow-up survey of the National Longitudinal Survey of the High
School Class of 1972 (NLS-72) and to provide documentation for use
of the file. The data file is a computerized data base, which is
available on magnetic tape from the Center for Education
Statistics. A total of 12,841 persons returned the follow-up
questionnaires, and the data file consists of 14,489 records (a
response rate of 89 percent). The manual refers to each item of
data by its Statistical Analysis System (SAS) variable name as
defined in the SAS and SPSS-X (Statistical Programs for the Social
Sciences) control cards provided in the data file. Chapter 7 and
Appendix C of the manual are designed to give the user essential
information to begin using the data file immediately. Other
appendices contain the survey questionnaire, codes used in data
collection, and the data layout. (SLD)

ED 292 891

TM 870 764

Sebring, Penny; And Others

Carolina during academic year 1985-86, and analyzes the effects Chapter 1 programs have on student's academic performance. Included among the findings are the following: (1) 125,355 students, or nine percent of the students in North Carolina's 1,378 schools, participated in Chapter 1 programs; (2) the total expenditures were \$79.4 million, of which \$71.7 million was for personnel; (3) \$53.0 million was used for reading instruction, \$11.7 million for math instruction; (4) the average expenditure per participant was \$633; (5) 57 percent of participants were male, 43 percent were female; (6) 51 percent of participants were Black, 45.1 percent were White, and 3.1 percent were American Indian; (7) pre-post achievement tests scores reveal that the participants made measurable gains in reading and mathematics; and (8) teachers comprised 68 percent of Chapter 1 staff, aides comprised 18 percent. Data are presented in 13 figures. (BJV)

ED 292 905

UD 026 072

Guidelines for Mini-Grants: Child Nutrition, Dropout Prevention, E.C.I.A. Chapter 1, E.C.I.A. Chapter 2, Exceptional Children, JTPA Migrant Education.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Support Programs.

PUB DATE- 87

NOTE- 49p.; Some pages printed on colored paper.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055)

DESCRIPTORS- Academically Gifted; Ancillary School Services; Dropout Prevention; *Educational Improvement; Elementary Secondary Education; Federal Aid; *Grants; Migrant Education; Nutrition; *Program Development; Program Guides; *Program Proposals; Resource Materials; School Funds

IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Education Consolidation Improvement Act Chapter 2; Job Training Partnership Act 1982

This manual provides guidelines for submitting proposals for mini-grants distributed in North Carolina to school administrative units for implementation of nationally validated programs from the National Diffusion Network in the following areas: (1) child nutrition; (2) dropout prevention; (3) Education Consolidation and Improvement Act (ECIA) Chapter 1; (4) ECIA Chapter 2; (5)

included. (BJV)

ED 292 918

UD 026 087

Jaffe, Natalie; Freedman, Marc

Youth Corps Case Studies: The New York City Volunteer Corps Exit Report.

Public/Private Ventures, Philadelphia, PA.

PUB DATE- 87

NOTE- 51p.; For interim report, see ED 283 033.

AVAILABLE FROM- The Communications Department, Public/Private Ventures, 399 Market Street, Philadelphia, PA 19106.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Community Services; *High Risk Persons; Neighborhood Improvement; Program Costs; *Program Effectiveness; Public Service; Urban Improvement; *Urban Youth; *Volunteers; Youth Opportunities; Youth Programs

IDENTIFIERS- *New York (New York)

This exit report chronicles the last 20 months of the 3-year demonstration phase of the New York City Volunteer Corps (CVC), whose members worked in teams at various sites to either provide human services or do physical work. These final months were characterized by the following factors: (1) a change in Corps leadership; (2) concern about continued funding; (3) enrollment of fewer volunteers than planned; (4) reductions in staff and costs; and (5) efforts to strike a balance between the goals of serving the city and aiding the volunteers. Yet the CVC produced some positive results in its projects. It was found that the volunteers required close supervision and could benefit from individualized remedial education. They formed productive field teams under the dedicated leadership of the team leaders and coordinators. The CVC rendered valuable services to the city as its mode of operation changed and matured. Other urban areas are urged to adopt and refine this type of self help project. Information is given on the following evaluation items: (1) types and management of work; (2) characteristics of the volunteers; (3) youth development; (4) costs; and (5) findings and conclusions. (VM)

ERIC Clearinghouse on Urban Education, New York, N.Y.
SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.

PUB DATE- Mar 88

NOTE- 8p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC
Information Analysis Products (071) Reference Materials -
Bibliographies (131)

DESCRIPTORS- Academic Achievement; Annotated Bibliographies; *Asian
Americans; *Chinese Americans; Cultural Differences; Cultural
Influences; Equal Education; Ethnic Groups; *Filipino Americans;
*Hawaiians; *Indonesian; Minority Groups; *Pacific Americans;
Racial Bias; Socialization

IDENTIFIERS- Taiwanese

These three Information Alerts provide annotated bibliographies of
documents covering the education of Asian and Pacific Americans.
They cover the following topics, among others: (1)
nondiscriminatory educational practices; (2) multilingual
education; (3) special needs of the population; (4) parent
participation; (5) injecting Asian culture into various curricula;
and (6) demographic information on the different Asian ethnic
groups in the United States. (VM)

ED 292 933

UD 026 103

Le, Thuong Van; Le, Nancy Lee

Culture in the Classroom.

National Association for Asian and Pacific American Education,
Berkeley, Calif.

PUB DATE- 87

NOTE- 31p.; Printed on colored paper. Parts of the document are in
the Hmong, Vietnamese, and Cambodian Languages; parts contain small
print. Best copy available.

AVAILABLE FROM- National Association of Asian American and Pacific
Education, 1414 Walnut Street, Room 9, Berkeley, CA 94709.

LANGUAGE- English

EDRS Price - MF01 Plus Postage; PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Asian Studies; *Classroom Techniques; *Cultural
Activities; *Cultural Exchange; Curriculum Development; Drama;

IDENTIFIERS- Science Education Research

Previous studies have documented the effectiveness of feedback in improving students' achievement, but few studies have examined the effectiveness of summaries or reviews. This study examines the respective and combined effects of feedback and review on students' achievement, retention, and level of cognitive development. A total of 55 ninth-grade students comprised five treatment groups which received an interactive slide/sound computer earth science lesson on "The History of the Earth." All groups received 26 self-test questions throughout the program. The control group received no feedback to their responses to the self-test questions and no reviews for each of the seven sections of the program. One group received non-content feedback for the responses and no reviews, a second group received content feedback and no reviews, a third group received non-content feedback and reviews; and the fourth group received content feedback and reviews. All subjects were given a 28-item achievement test immediately following the computer treatment and the same achievement test one week later. The study concluded that providing students with feedback produced significant increases in achievement, retention, and higher-order learning while a review produced significant improvement only in higher-order learning. (Author/CW)

ED 292 674

SE 049 049

Smith, Mike U.

Expertise, Mental Representations, and Problem-Solving Success: A Study of the Categorizations of Classical Genetics Problems by Biology Faculty, Genetic Counselors, and Students.

PUB DATE- 88

NOTE- 30p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Biological Sciences; College Faculty; *College Science; College Students; *Counselors; Creative Thinking; *Genetics; Higher Education; Logical Thinking; *Problem Solving; Science Education

IDENTIFIERS- Science Education Research

The mental representations used by experts and novices for organizing their knowledge of a discipline have been studied by

Teachers; *Secondary School Science; Sex Differences; Skill Development; Student Attitudes; *Teacher Education; Teaching Methods; Technology
IDENTIFIERS- *Science Education Research

This document contains the abstracts of most of the papers, symposia and poster sessions presented at the 61st Annual Conference of the National Association for Research in Science Teaching (NARST). Subject areas addressed include: teacher preparation, science, technology and society; classroom research; elementary science; process skills; curriculum and instruction; misconceptions; achievement; research in Latin America and the Caribbean; microcomputers; educational policy; problem solving; analytical studies; interpretive research; gender differences; and attitudes. (CW)

SO

ED 292 689

SO 018 304

Killoran, James, Ed.; And Others

Computers: The New Classroom Aid.

Association of Teachers of Social Studies, New York, N.Y.; United Federation of Teachers, New York, N.Y.

PUB DATE- 87

NOTE- 67p.

AVAILABLE FROM- ATSS/UFT Journal, United Federation of Teachers, 260 Park Avenue South, New York, NY 10010.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- *Classrooms; Classroom Techniques; Computer Assisted Instruction; Computer Managed Instruction; Computer Oriented Programs; *Computers; *Computer Uses in Education; Educational Technology; Elementary Secondary Education; Individualized Instruction; Instructional Systems; Programed Instruction; *Social Studies; Teaching Machines

The articles in this journal issue describe various aspects of the

(022)

DESCRIPTORS- Area Studies; Audiovisual Aids; Cultural Awareness; Cultural Education; *Cultural Exchange; *Curriculum Development; Foreign Countries; *Intercultural Programs; International Relations; Learning Activities; *Multilingualism; Puzzles; Resource Materials; Secondary Education

IDENTIFIERS- *Canada

Offering varied and diverse information resources to assist in teaching about Canada, this publication contains facts on scholarship availability, student essay writing contests about U.S./Canadian related topics, and analyses of those issues affecting relations between the two countries. Crossword puzzles for classroom use utilize current events and historical data about Canada and the United States. Recent publications, teaching cassettes, and audiovisual materials are reviewed. Each issue contains articles designed to help teaching, as well as a regular French language feature. Notices of meetings, seminars, and workshops for teachers and travel and study opportunities in Canada are included. (NL)

ED 292 704

SO 018 623

Kohler, Fred

Utilizing Hurricane Data for Classroom Exercises.

PUB DATE- 21 Oct 87

NOTE- 39p.; Paper presented at the Annual Meeting of the National Council for Geographic Education (Springfield, MO, October 21, 1987). For related document, see ED 275 605.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Data; Geography; Instructional Materials; Resource Materials; Secondary Education; *Social Studies; *Weather

IDENTIFIERS- *Hurricanes; *Question and Answer Exercises

This document contains specific exercises designed to help secondary students understand the spatial and temporal characteristics of hurricanes that affect the eastern part of the United States. Selected exercises require students to: (1) use maps; (2) interpret statistics; and (3) perform mathematical calculations. Introductory material is presented for each topic or concept, followed by a set of questions and answers. Figures,

Korean culture and society within the context of larger social science units. Also, some of the lessons may be taught within the context of the humanities and fine arts. An historical overview and a list of suggestions for working with small groups introduces the 18 lessons. The format for the lessons includes: (1) the introduction of the activity; (2) objectives; (3) the grade level; (4) teaching time; (5) materials; (6) teaching procedures; (7) teacher background notes; (8) student handouts; and (9) follow-up activities. The focus of the study of Korea is set by activity 1 which is a discussion of the 1988 Summer Olympic Games in Seoul. Nations throughout the world that will be participating in the Olympics are identified. Activities 2 and 3 illustrate Korea's status in the world and discuss important historical figures. Activities 4 through 15 provide an overview of Korean culture and life thorough discussions of: (1) the Confucian ethic; (2) Korean homes; (3) Korean foods; (4) Korean family celebrations and holidays; (5) Buddhism; (6) the Korean alphabet; (7) Korean proverbs; (8) Korean folklore and poetry; and (9) Korean games and kites. Activities 16 and 17 emphasize Korean economic development and Korean trade. The concluding activity is a community study of Koreans in the United States. A list of additional resources for teaching about Korea is provided. (SM)

ED 292 719

SO 018 769

Jimenez Espinoza, Jorge

La Red Regional Replad: Una Estrategia Innovadora para la Capacitacion de Administradores Educacionales (The Regional Network Replad: An Innovative Strategy for the Training and Preparation of Educational Administrators).

Concepcion Univ. (Chile).; United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and the Caribbean.

PUB DATE- Oct 86

NOTE- 124p.

LANGUAGE- Spanish

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Administrators; *Agency Cooperation; *Educational Development; Educational Innovation; Educational Planning; Educational Research; Foreign Countries; Global Approach; *Inservice Education; International Education; *Professional Education; Program Development; Questionnaires; Research and

ED 292 733

SO 019 028

The Civil War: Its Impact on a Border Community. Perspectives.
Procter and Gamble Educational Services, Cincinnati, OH.

PUB DATE- 85

NOTE- 29p.; For other units in this series, see SO 019 024-032.

Illustrations may not reproduce clearly.

AVAILABLE FROM- Procter and Gamble Educational Services, 299 E. 6th
Street, Cincinnati, OH 45202 (\$1.95); complete series, \$9.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Instructional Materials (For Learners) (051)

Guides/Methods/Techniques (For Practitioners) - Classroom Use -
Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Civil War (United States); *Economics; History;
*Primary Sources; Secondary Education; Social Studies; *United
States History; Units of Study; *War

IDENTIFIERS- Ohio (Cincinnati)

This teaching unit, one of a series of eight, provides a view of
the impact of war on everyday life and commerce during the Civil
War. The unit will supplement teaching the Civil War in U.S.
history, economics, or business classes. The unit includes an
overview, objectives, class activities, vocabulary, student
handouts, and ways to use economic concepts to explain historical
developments. Students are divided into groups to conduct
historical research on businesses that were Army suppliers using
original documents. Following the research, students use the
information to simulate the creation of a company. (SM)

ED 292 734

SO 019 029

Reflections of History. Customs, Styles, Language and Interests as
Seen through the Advertisements of Five Periods between the 1890's
and the 1950's. Perspectives.

Procter and Gamble Educational Services, Cincinnati, OH.

transmission of Irish history in education, while Finbarr O'Driscoll explores women's struggles for equality in the Royal University. Archbishop Walsh and the Commission of Manual and Practical Instruction are discussed by Patrick O'Donovan, and Michael Quinlivan considers legislative aspects of compulsory student attendance. Robert Caul provides a sociological case study of union control of education in a Northern Ireland borough. Philosophical considerations of education for work are analyzed by M. C. Geraghty, while Michael O'Donovan examines post-primary education. Ian Wells describes pre-school education in Northern Ireland, and Denis Hainsworth explores Soviet educational theory. Three papers, written by Denis O'Boyle, Seamus McGuinness, and Kay MacKeogh, focus on examination and assessment issues. (JHP)

ED 292 748

SO 019 075

Butler, Dee

The Emergence of Women in West Virginia History: A Title IX Project for Social Studies.

West Virginia State Dept. of Education, Charleston.

PUB DATE- 87

NOTE- 28p.

AVAILABLE FROM- West Virginia Department of Education, Capitol Complex, Building 6, Room 252, Charleston, WV 25302.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Civil Rights; Females; Grade 8; Junior High Schools; Learning Activities; Resource Materials; Social Studies; *State History; United States History; *Womens Studies

IDENTIFIERS- Title IX Education Amendments 1972; *West Virginia

This booklet was designed to be used as a supplemental social studies unit and is divided into four sections. Section 1 profiles famous women of West Virginia including Aracoma, Nancy Hanks Lincoln, Mary Harris Jones, Susan Matilda Dew Hoff, Frances Benjamin Johnston, and Nancy Hart Douglas. Section 2, profiles contemporary women in West Virginia including Fannie Cobb Carter, Pearl Sydenstricker Buck Walsh, Mildred Bateman, Phyllis Smith Curtin Cook, Virginia Mae Brown, and Joanne LaCoque Haymes Ireland Pierose. Classroom activities for teaching about these women are

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)

DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education;
Professional Recognition; *Self Esteem; *Self Evaluation
(Individuals); *Status Need; Teacher Administrator Relationship;
Teacher Attitudes; *Teachers; *Teaching Experience

The process of teachers' gaining a professional identity may be impeded by teachers' autonomy and by their relative isolation within individual classrooms. As a result, teachers and school administrators tend to operate under a logic of confidence--a good faith assumption that teachers will perform their jobs in an acceptable manner without the need for close supervision. The purpose of the present study was to examine the relationship between teachers' logic of confidence beliefs, their levels of teaching experience, and the object of their confidence--self, the typical beginning teacher, and the typical experienced teacher. Findings indicated that there were statistically significant differences in group means only in respondents' perceptions of the typical beginning teacher with confidence in beginning teachers inversely related to experience. In addition, teachers tended to place more confidence in themselves than in either the typical beginning or typical experienced teacher. (Author)

ED 292 764

SP 029 968

Page, Fred M., Jr.; And Others

Pre-Service Teachers' Perceptions of Discipline Problems and Methods of Managing Disruptive Student Behavior.

PUB DATE- Nov 87

NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)

DESCRIPTORS- *Behavior Problems; Classroom Environment; *Classroom Techniques; *Discipline Problems; Education Majors; Higher Education; *Opinions; Preservice Teacher Education; *Student Behavior

IDENTIFIERS- *Teacher Candidates

Two primary objectives were served in this study. Perceptions were identified for preservice teachers relative to: (1) the kinds of

ED 292 780

SP 030 045

Summary of Findings from National Children and Youth Fitness Study

II.
Public Health Service (DHHS), Rockville, MD. Office of Disease
Prevention and Health Promotion.

PUB DATE- 87

NOTE- 49p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Children; Community Programs; Elementary Education;
*Exercise; Parent Role; *Physical Activity Level; *Physical
Fitness; *Physical Health; Research Methodology

IDENTIFIERS- Child Health

This report is based on a survey of 4,678 children aged 6 to 9, examining their exercise habits at school, at home, and in community programs. The survey is the second in a series carried out by the Office of Disease Prevention and Health Promotion. The first report found that fitness has declined for 10- to 17-year-olds. In an effort to better understand why adolescents' fitness levels have declined, this national study was undertaken to learn the fitness status of younger children. The study shows that young children in America are fatter than children 20 years ago, are not getting the right kinds of exercise, and spend more time watching television than in physical activity. The better performers on the fitness tests participate in more vigorous and organized community-based activities, watch less television, and have a higher activity level. The research process and results are described in articles which include: an introduction (J. M. McGinnis); a summary of findings (James G. Ross and Russell R. Pate); "Study Procedures and Quality Control (James G. Ross, et al.); a sample design (Michael T. Errecart et al.); "The Modified Pull-Up Test" (Russell R. Pate et al.); and "Home and Community in Children's Exercise Habits" (James G. Rose et al.). (JD)

ED 292 781

SP 030 055

ED 292 796

SP 030 107

Lynch, James

Race, Class, Gender and the Teacher Education Curriculum.

PUB DATE- 87

NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association, (Washington, DC, April 20-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150 Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Affirmative Action; Foreign Countries; Higher Education *Holistic Approach; *Multicultural Education; Policy Formation; Preservice Teacher Education; *Racial Bias; *Sex Bias; *Teacher Education Curriculum; Teacher Educators

IDENTIFIERS- *England

This paper outlines a holistic approach to the introduction of multicultural teacher education in an institution centrally committed to combating prejudice in its policies, procedures, and practices. The components of a holistic approach are described as: (1) discourse with the community; (2) the preparation of a policy statement; (3) recruitment of faculty; (4) recruitment of students; (5) resources; (6) links with schools; (7) the curriculum; (8) teaching/learning strategies; and (9) assessment and evaluation approaches. At all stages, the interrelationship of these various components is underlined, and the role of cross-course coordinators is particularly emphasized. Drawing on work from the United States, an initial typography of professional development needs for teacher educators is proposed, comprising contextual, affective, cognitive, pedagogical, consequential, and experiential dimensions, at individual, institutional, and systemic levels. The stages in the development of multicultural teacher education are indicated, and the need for a systematic, normative, re-educative approach congruent with democratic values is underlined. (Author/JD)

ED 292 797

SP 030 108

Skeel, Dorothy J.; Neely, Ann M.

program had the greatest impact in the high stakes situation. For individual districts, a high stakes strategy had desirable consequences as long as the districts were not under too much pressure. District variations were also a result of the perceived political climate between the district and state department. Some positive results attending the state testing programs include better definition of curriculum, availability of additional information on students, and perception that students' skills increased. Data are summarized in charts in an appendix, and the survey questionnaire is also appended. (SLD)

ED 292 812

TM 011 120

Allina, Amy; And Others

Beyond Standardized Tests: Admissions Alternatives That Work.
National Center for Fair and Open Testing (FairTest), Cambridge, MA.

PUB DATE- Nov 87

NOTE- 19p.

AVAILABLE FROM- National Center for Fair and Open Testing Inc., P.O.
Box 1272, Harvard Square, Cambridge, MA 02238 (\$5.50 postpaid;
quantity--call for quote).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Admission Criteria; College Admission; *College
Entrance Examinations; Colleges; Higher Education; Prerequisites;
School Policy; *Standardized Tests; Test Bias; *Testing Programs
Seven schools that have re-evaluated their needs for standardized
college admissions examinations were studied to explore their
admissions and innovative testing policies. The schools include:
(1) Bates College in Lewiston, Maine; (2) Bowdoin College in
Brunswick, Maine; (3) Harvard Graduate School of Business
Administration in Cambridge, Massachusetts; (4) Johns Hopkins
University School of Medicine in Baltimore, Maryland; (5)
Massachusetts Institute of Technology in Cambridge; (6) Middlebury
College in Vermont; and (7) Union College in Schenectady, New York.
Each school has moved away from reliance on standardized tests; the
reaction in all has been overwhelmingly positive. Adjusting testing
policies at these institutions was intended to reduce test panic
and test preparation time, lessen students' fears about their own
achievements, and help eliminate cultural and gender biases.
Schools in this study evaluated tests for their relevance and found
alternatives to heavy reliance on the Scholastic Aptitude Test, the

ED 292 827

TM 011 205

Bauer, Allison J.

Academic Performance in English: A Report and Comprehensive Examination of High School Grades, Achievement Test Scores, College Level Placement, and Subsequent College Course Grades.

PUB DATE- 87

NOTE- 62p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Academic Persistence; Achievement Tests; *College English; College Freshmen; Educational Assessment; Grade Point Average; Grades (Scholastic); Higher Education; Predictive Measurement; *Remedial Instruction; Sex Differences; Student Motivation; *Student Placement

IDENTIFIERS- *American College Testing Program

The need for remedial English education among college freshmen has increased, and there exists no standardized approach to proficiency assessment and placement among institutions of higher education. After completing freshmen English courses, 922 students attending a four-year university were assessed to determine accurate variables for use in English placement. Regression analysis involving many intellectual and non-intellectual variables revealed that overall grade point average accounted for a greater amount of variance in grades than did American College Test scores and English grade point average. An analysis of variance showed significant gender differences in English grades, and separate prediction equations were derived from regression analyses in order to resolve the under-prediction of females. In addition, different placement variables emerged after gender differentiation. Analysis involving many variables produced the strongest combination for proficiency assessment and level placement; however, variance in grades outside this combination was large. It is recommended that the variables of persistence and motivation be investigated. (Author/TJH)

ED 292 828

TM 011 206

Kiltinen, John O.; And Others

The Michigan Mathematics Early Placement Test, 1986-87: Final Report.

scores compare the performance of APS students to the national norm group; the range of average performance is from the 40th to the 60th percentiles. School by school data show the percentage of students in the below average, average, and above-average ranges in the CTBS major content areas. Student attendance and mobility rates for each school are included since these factors may impact group performance. (TJH)

ED 292 844

TM 011 223

Diploma Examination Provincial Report. June 1987 Administration.
Alberta Dept. of Education, Edmonton. Student Evaluation and Data
Processing Branch.

PUB DATE- Sep 87

NOTE- 65p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Biology; Chemistry; English; Foreign Countries; French;
French Literature; Grade 12; Grades (Scholastic); *Graduation
Requirements; High Schools; Mathematics Tests; Multiple Choice
Tests; Physics; *Science Tests; Social Studies; *Standardized Tests

IDENTIFIERS- Alberta Grade Twelve Diploma Examinations; Canada

This report assesses the results of the administration, during June of 1987, of the Grade 12 diploma examinations in the Province of Alberta, Canada. Most of the data is tabulated. The examination program consists of course-specific examinations that are based on the prescribed Program of Studies for Senior High Schools for the following courses: English, Social Studies, Mathematics, Biology, Chemistry, Physics, Language, and Literature; the Language and Literature course is available in French only. The report figures are based on all students for whom both a school-awarded mark and a diploma examination are available. This group comprises virtually all students completing the examination and includes students in public and private school. The report consists of general information about the diploma examinations program, followed by information specific to each subject. Letter grade distributions, averages, and standard deviations for school awarded, diploma examination, and final blended marks are provided. Diploma examination results are presented separately for written-response and multiple-choice items and selected reporting categories. Examination blueprints, which form the basis for reporting categories, are also included. (TJH)

meetings, regional workshops, and related publications; (4) creation of a national information clearinghouse; (5) development of means to increase student access to schools; and (6) publication of reports and other materials on the efforts of the organization. This annual report covers financing of the SSATB, services provided to members of the organization, use of volunteer leadership, an overview of accomplishments of the annual meeting, and statistics on the SSAT program. A list of SSATB officers and directors is appended. (TJH)

ED 292 860

TM 011 257

Elliott, John

Knowledge, Power, and Teacher Appraisal.

PUB DATE- Sep 87

NOTE- 17p.; Paper presented to the British Educational Research Association Annual Conference (Manchester, England, September 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Action Research; *Curriculum Development; Curriculum Research; *Educational Research; Foreign Countries; *Knowledge Level; *Power Structure; *Teacher Evaluation

IDENTIFIERS- United Kingdom

The relationship between teacher appraisal and educational research in the United Kingdom is illustrated by the personal and professional experiences of an educator. An autobiographical analysis of this relationship, in light of M. Foucault's analysis of the relationship between power and knowledge, is presented. A clear relationship between teacher training and application of that training in the classroom is lacking. A similar lack of relevance characterizes school curricula in relation to student experience. Avoiding an over-disciplinary stance by the teacher, and preventing a loss of teacher authority over students are best achieved by action-research based curriculum development. Participation in the approach developed by L. Stenhouse, through the Schools Council/Nuffield Humanities Project (SCNHP), increased the level of action-research based development. The position of teacher appraisal within these systems is as part of a much broader strategy for transforming power relations in the educational system. In the SCNHP, the transition was made from developing

test results should help teachers make decisions about the kinds of teaching materials, methods, and programs to be used in their classes. The tests can be hand or machine scored. Advice on interpretation is included. Twenty-eight tables of norms, from reference groups drawn from Year 3 through Year 9 classes in Australia and tested in November 1984, are provided to convert raw scores to either percentiles or stanines. (SLD)

ED 292 875

TM 011 312

Bejar, Isaac I.; And Others

Cognitive Psychology and the SAT: A Review of Some Implications.
Research Report 87-28.

Educational Testing Service, Princeton, N.J.

PUB DATE- Jul 87

NOTE- 78p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Cognitive Psychology; *College Entrance Examinations;
Diagnostic Tests; Difficulty Level; Higher Education; *Item
Analysis; Outcomes of Education; Psychometrics; *Standardized
Tests; Test Construction; *Test Validity

IDENTIFIERS- *Scholastic Aptitude Test

A review of the implications for the validity of the Scholastic Aptitude Test (SAT) of scientific developments accompanying the revival of cognitive psychology provides insights into the importance of such changes. A distinction can be made between a process-oriented or diagnostic test and an outcomes-oriented test such as the SAT. Since the SAT does not aim to be a diagnostic test, the implications of cognitive theories for test construction that would otherwise be applicable are not emphasized. Nevertheless, an analysis based on quantitative items illustrates how tests with a diagnostic orientation could be based on cognitive principles. An explication was developed for the linkage of cognitive principles with psychometric considerations for an outcomes-oriented test. The essence of that linkage is an accounting of item difficulty. The understanding of differential difficulty among items can be viewed as an additional requirement for construct validity, which until recently, focused almost exclusively on an accounting of the co-variation of test scores in terms of "abilities." Although work from this enlarged validation perspective on SAT items is limited, there is work based on similar

The National Longitudinal Study of the High School Class of 1972 (NLS-72), Fifth Follow-up (1986). Teaching Supplement. Data File User's Manual. Contractor Report.
National Opinion Research Center, Chicago, Ill.
SPONS. AGENCY- Center for Education Statistics (OERI/ED), Washington, DC.

REPORT NO.- CS-87-451M

PUB DATE- Oct 87

NOTE- 125p.; For related document see TM 011 374. Appended codebook contains small print.

CONTRACT- 300-84-0169

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Adults; Data Collection; *Elementary School Teachers; Elementary Secondary Education; Graduate Surveys; Longitudinal Studies; National Surveys; *Occupational Surveys; Questionnaires; *Secondary School Teachers; Teacher Attitudes; Teacher Background; Teacher Education; *Teacher Motivation; *Vocational Aptitude

IDENTIFIERS- *National Longitudinal Study High School Class 1972

As part of the National Longitudinal Survey of the High School Class of 1972 (NLS-72), a Teaching Supplement mail questionnaire was sent to all respondents to the fifth follow-up survey who indicated they had a teaching background or trained for teaching (N=1,517). The instrument focused on the qualifications, experiences and attitudes of current and former elementary and secondary teachers and on qualifications of persons who had completed a degree in education or certification but had not taught. This manual familiarizes data users and others with procedures followed for data collection and processing of the supplement and provides necessary documentation for use of the Teaching Supplement data. The data gathered can be used to investigate some of the following policy issues related to teacher quality and retention: (1) ways to attract potential teachers to the profession; (2) how to match teachers' assignments with their academic training; (3) the nature of teachers' working conditions; (4) the level of teacher satisfaction with their jobs; and (5) the main incentives and disincentives for teachers remaining in the profession. The appendices include the questionnaire, codes used for occupation and industry, and the data layout. The last segment of the manual is the codebook for the Teaching Supplement data. (KSA)

exceptional children; (6) Job Training Partnership Act; and (7) migrant education. Selection of grant recipients is on the basis of competitive proposals. Included in the manual are the following: (1) guidelines for submitting proposals in each area; (2) instructions for preparation of proposals; (3) forms to be completed; (4) sample proposals; and (5) other pertinent information. Each section is color-coded for easy reference. (BJV)

ED 292 906

UD 026 073

Chapter 1/P.S.E.N. Remedial Reading and Mathematics Program 1985-86
End of the Year Report. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational
Assessment.

PUB DATE- Oct 87

NOTE- 37p.; For the 1984-85 report, see ED 280 920.

AVAILABLE FROM- New York City Board of Education, Office of
Educational Assessment, 110 Livingston Street, Brooklyn, NY 11201.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Achievement Tests; Bilingual
Education; *Compensatory Education; Computer Assisted Instruction;
Educational Improvement; Elementary Secondary Education;
Individualized Instruction; Limited English Speaking; *Mathematics
Instruction; Minority Group Children; *Program Costs; Program
Development; Program Effectiveness; *Reading Instruction; *Remedial
Instruction; Urban Education

IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *New
York (New York)

During 1985-86 the Division of Special Education of the New York
Board of Education operated a Chapter 1/P.S.E.N. Remedial Reading
and Mathematics Program which served approximately 11,500
English-speaking and limited English Proficient (LEP) students. Of
these, 9,627 received reading instruction alone, and 119 received
remedial instruction in Spanish. In the public schools, a total of
1,978 students received instruction in mathematics, some also
receiving instruction in reading. To measure academic progress
English language students took standardized pre- and posttests in
reading or mathematics. Consultants observed a holistic approach to
reading instruction at 89 percent of the sites visited. Teachers
reported favorably on the use of the computer as a motivating
learning tool. They requested more materials for LEP students.

ED 292 919

UD 026 088

deLone, Richard H.

State Governments and At-Risk Youth: The Critical Link.

Public/Private Ventures, Philadelphia, PA.

SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.

PUB DATE- 87

NOTE- 40p.

AVAILABLE FROM- The Communications Department, Public/Private Ventures, 399 Market Street, Philadelphia, PA 19106.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Citizenship Responsibility; Community Services; Crisis

Intervention; *High Risk Persons; Interpersonal Competence;

*Program Budgeting; *Program Design; *Public Policy; *State Action;

State Aid; *State Government; Urban Problems; Youth Programs

This report shows how and why state governments must take the lead

in solving the debilitating problems of high risk youth. These

young persons will fail to become productive citizens without

special interventions to improve their educational, occupational,

and social skills. The basic problem is defined and research on

effective responses is summarized. State governments are in the

best position to provide coherent, coordinated policies for the

development of these interventions. Substantial funding is a must.

As states gain influence over federal dollars which support

services for at risk youth, and as they provide local funding for

youth services, they can assemble substantial legal and fiscal

tools to provide services which few municipalities could create.

Obstacles, such as the lack of interest by political leaders, have

impeded progress in this area. Some recent initiatives have been

successful. They have the following characteristics in common: (1)

a state level coordinating mechanism; (2) incentives for local

participation and creative leveraging of state resources; and (3)

encouragement of local creativity within well-crafted guidelines.

(VM)

ED 292 920

UD 026 089

*Educational Philosophy; Elementary Secondary Education; Holidays; Literature; *Teaching Methods; Theater Arts

New methods are proposed for teachers to increase the cultural knowledge of their students. Rather than emphasizing food, festivals, and famous faces from other lands, there should be an attempt to use culture in the classroom as content in the regular instruction of speaking, listening, writing, mathematics, reading, and science. Teaching suggestions are presented which were developed for use with bilingual classes, English as a Second Language (ESL) classes, and mainstream classes. They can be adapted for elementary or secondary students. The materials and lessons are the following: (1) a timeline for Southeast Asian holidays; (2) a philosophy for bilingual/ESL curriculum; (3) a timeline and map for science lessons; (4) folk tales; (5) a guide for science journals; (6) guidelines for a drama in the social studies class; (7) information on literature and performing arts in other cultures; (8) thematic areas for math skill development; and (9) ideas for using Hmong handicrafts for language development. (VM)

ED 292 934

UD 026 104

Chambers, George A.

All of America's Children: Variants in ACT Test Scores--What Principals Need to Know.

PUB DATE- 7 Mar 87

NOTE- 82p.; Paper presented at the Annual Convention of the National Association of Secondary School Principals (Anaheim, CA, March 4-8, 1988).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; *Educationally Disadvantaged; *Ethnic Groups; Family Income; *High School Students; *Hispanic Americans; Minority Groups; Scores; *Testing; *Whites

IDENTIFIERS- *American College Testing Program

American schools will be at risk until they allow all students to achieve near their potential. Until then America is also at risk because the potential of minorities and of the underclass are not being fully developed, and because the nation's goals of social justice and economic growth are not being met. In a study that compared the scores of Hispanic and Caucasian students on the American College Testing Program (ACT) Assessment, the findings

observing the categorization schemes these subjects produce when presented with a diverse group of problems. In this study, seven biology faculty, eight certified genetic counselors, and 26 students were asked to organize a set of 28 genetics problems based on how the person would solve them and to describe their schemes in writing. Subjects were categorized according to their success on four moderately difficult genetics problems. Successful faculty and student subjects organized problems according to genetic concepts which might form the chapter headings in a standard genetics text. The organizational schemes of genetic counselors were not similar to those of the faculty subjects. Both the counselors and the students placed greater emphasis on the knowns and unknowns in the problems. In addition, the counselors emphasized the solution techniques to be used. Based on these findings, it does not appear that the mental schemes used by different sorts of experts in a given discipline to organize their knowledge of content and procedures in that discipline are necessarily designed along abstract/conceptual lines. (CW)

ED 292 675

SE 049 050

Crawley, Frank E.

Determinants of Physical Science Teachers' Intentions to Use Investigative Teaching Methods: A Test of the Theory of Reasoned Action.

PUB DATE- 88

NOTE- 17p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Behavior; Chemistry; *Cognitive Processes; Higher Education; *Inservice Teacher Education; Institutes (Training Programs); *Physical Sciences; Physics; Science Education; *Social Influences; *Teacher Attitudes; Teacher Education

IDENTIFIERS- Science Education Research

Teachers participating in this study were enrolled in one of two courses developed for high school teachers of physical science. The courses were offered as part of the Summer Institute in Science, an Education for Economic Security Act Title II program funded by the Texas Higher Education Coordinating Board. Behavioral intention,

computer revolution's impact on social studies teaching. The first two articles address the theoretical background of computer implementation in social studies classrooms. Robert Consigli and Mark Jarrett describe how the computer should be used in "The Social Studies Revolution and the Computer Revolution," while Charles White compares social studies education and instructional computer technology in "Computers in Social Studies: An Overview." Four articles discuss specific computer classroom applications. Hazel Greenberg, in "What's Next for 'Next Step,'" describes word processing projects, and Frank Melia explains developing writing skills in "Writing in a Social Studies Computer Lab." In "Using a Database to Investigate the Presidency: Meet the Presidents," Michael Yaeger describes a "presidential research project," while James Killoran reports on a learning activity using a spreadsheet program, in "What If ...?" Two articles provide ideas for non-teaching computer applications. Richard Germundsen illustrates how teachers might reduce record-keeping tasks in "Could a Computerized Gradebook System Help You?" and Patricia Hanham tells how paperwork can be facilitated in "Using the Computer for Classroom Management." (JHP)

ED 292 690

SO 018 416

Myerscough, John

Private Funding of the Arts.

Council of Europe, Strasbourg (France).

PUB DATE- 87

NOTE- 10p.; Report of the Research Workshop on Private Funding of Culture (Ruschlikon/Zurich, Switzerland, September 1985).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Art; Business Responsibility; Community Resources; *Corporate Support; Fund Raising; *Private Financial Support; *Public Support; Workshops

This workshop, concerning private funding for the arts, resulted from a previous research workshop (Munich, 1983) which had concluded that growth in public sector arts financing in Europe had ceased. A major conclusion of the 1985 workshop was that private funding had entered a high development phase, but participants were encouraged to develop all potential funding sources. Businessmen attending the workshop stressed that, even during periods of scarce

tables, and maps, along with a 17-item bibliography, are included.
(JHP)

ED 292 705

SO 018 624

Peckham, Howard, Ed.

Liberty's Legacy: Our Celebration of the Northwest Ordinance and the
United States Constitution.

REPORT NO.- ISBN-0-87758-020-0

PUB DATE- 87

NOTE- 119p.; The 1987-88 Big Ten Universities' National Bicentennial
Commemoration Exhibition.

AVAILABLE FROM- Ohio Historical Society, 1985 Velma Avenue, Columbus,
OH 43211 (\$10.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Historical Materials (060) Reference Materials -
Directories/Catalogs (132)

DESCRIPTORS- Catalogs; *Constitutional History; Exhibits;
Illustrations; Maps; Photographs; Primary Sources; Social Studies;
*United States History; Visual Aids

IDENTIFIERS- Bicentennial; Commemorative Events; Commemorative
Publications; *Northwest Ordinance 1787; Regional History

This catalog was designed to accompany an exhibition to celebrate
the bicentennials of the Northwest Ordinance and the U.S.
Constitution. The exhibition, a collaborative and cooperative
effort of 15 midwest organizations, including 9 universities, 3
scholarly libraries, and 3 historical societies, displayed original
historical materials in the form of documents, maps, paintings,
letters, and books. Part 1 of the catalog contains: (1) an essay by
Peter Onuf, entitled "The Importance of the Northwest Ordinance";
(2) an introduction to the Northwest Ordinance exhibit by John
Dann; and (3) the catalog of information about each exhibited item.
Part 2 contains: (1) an essay by Pauline Maier, entitled "The
Philadelphia Convention and the Development of American
Government"; (2) an introduction to the U.S. Constitution exhibit
by Cecil K. Byrd; and (3) the catalog of information about each
exhibited item. Historical information is presented in order to
describe or interpret each exhibited item and to help explain
ideas, ideals, and events that shaped early national and regional
history. The catalog contains pictures of many of the exhibited
materials. (JHP)

Development Centers; Shared Resources and Services
IDENTIFIERS- *Latin America

This document presents an overview, analysis, and historical assessment of the Major Project for Education in Latin America and the Caribbean. Conferences, regional meetings, and outcomes from the inception of the project in 1979 are described. This project stresses the establishment of a regional network for exchange of information, experiences, and cooperation between institutions and national education projects. The problems of global administration in Latin America, planning training programs for administrators and defining their role, and the role of the regional network are included, along with the research and innovation in planning and administration for basic education and literacy. Appendix 1 includes the technical and research support that is available from member institutions in 15 countries. Appendix 2 includes a design for program evaluation of planning and administration of literacy and basic education programs. Appendix 3 describes an independent study program for administrators that includes program design, instructional systems, questionnaires, methodology, inservice training, staffing, and operations. Appendix 4 includes descriptions of experiences from various institutions in eight countries affiliated under the main project. Additional conference information is offered in Appendixes 5 to 7, including the report of a working group of the technical meeting held in Bogota, Colombia, December 2-6, 1985. (NL)

ED 292 720

SO 018 847

Hansel, Bettina

Literature Review: Studies of the Impact of a Travel-Abroad Experience. Research Report #28.

AFS International/Intercultural Programs, Inc., New York, NY.

Research Dept.

PUB DATE- Dec 84

NOTE- 15p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Cultural Awareness; Evaluation Problems; Global Approach; Intercultural Communication; *International Educational Exchange; Literature Reviews; Multicultural Education; Orientation Program Effectiveness; Questionnaires; Secondary Education;

PUB DATE- 85

NOTE- 28p.; For other units in this series, see SO 019 024-032.

Illustrations may not reproduce clearly;

AVAILABLE FROM- Procter and Gamble Educational Services, 299 E. 6th Street, Cincinnati, OH 45202 (\$1.95); complete series, \$9.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

Guides/Methods/Techniques (For Practitioners) - Classroom Use -

Teaching Guides (For Teacher) (052)

DESCRIPTORS- Class Activities; *Economics; *Primary Sources;

Secondary Education; Social Studies; *United States History; Units of Study

IDENTIFIERS- *Advertisements

This unit of study, one of a series of eight, provides a method for students to study U.S. history through reviewing the advertising of specific periods to learn about customers, styles, language, and interests of specific eras. The advertising of the past chronicles everyday people and everyday life. Advertising is used to examine five periods in U.S. history: the 1890s, 1910-1920, the 1920s, 1941-1945, and the early 1950s. The material can be used as a separate unit or as lead-in activities to study each period in U.S. history. The unit relies on material from the Procter and Gamble Archives and other primary source documents, especially advertisements from each of the periods reviewed. An overview of the historical periods, objectives, teaching procedures, vocabulary lists, student handouts, and ways to use economic concepts to understand historical development are presented. (SM)

ED 292 735

SO 019 030

From Cottages to Corporations: A Case Study in American History. Perspectives.

Procter and Gamble Educational Services, Cincinnati, OH.

PUB DATE- 85

NOTE- 21p.; For other units in this series, see SO 019 024-032.

Illustrations may not reproduce clearly;

AVAILABLE FROM- Procter and Gamble Educational Services, 299 E. 6th Street, Cincinnati, OH 45202 (\$1.95); complete series, \$9.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

outlined in section 3, along with sample tests. Resources for the study of famous women in West Virginia are also presented. Section 4 provides 1980 statistics on women in West Virginia, including female population characteristics, total degrees conferred by West Virginia institutions of higher education, percentage of degrees conferred by area, and annual median income by sex and race. A 14-item bibliography is included. (SM)

ED 292 749

SO 019 087

Hoge, John D.; Crump, Claudia

Teaching History in the Elementary School.

ERIC Clearinghouse for Social Studies/Social Science Education,
Bloomington, IN.

SPONS. AGENCY- Department of Education, Washington, DC.

REPORT NO.- ISBN-0-941339-05-X

PUB DATE- 88

NOTE- 142p.

CONTRACT- 400-86-0020

AVAILABLE FROM- Social Studies Development Center, Indiana

University, 2805 East Tenth Street, Bloomington, IN 47405.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC
Information Analysis Products (071) Guides/Methods/Techniques (For
Practitioners) - Classroom Use - Teaching Guides (For Teacher)
(052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- Elementary Education; *Elementary School Curriculum;
*History Instruction; Learning Activities; Lesson Plans; *Social
Studies; Teaching Methods; United States History

This book explores the issue of what is feasible in teaching history to young children. It advocates more and better teaching of history in the belief that improving history instruction in the elementary school is a fundamental first step toward improving all elementary social studies. Chapter 1 explores the nature of history and reviews important research about the history learning ability of young children. Chapter 2 provides an overview of current practices in the teaching of history and concludes with a review of historical concepts found in current social studies textbooks. Chapters 3 through 8 are lesson plans for kindergarten through grade 6 based on creative ideas and resources for teaching history in the standard curriculum. Each of these chapters comprises: (1) goals for history; (2) ways to improve the existing curriculum with

discipline problems with which public schools are confronted; and (2) the frequency utilization of a variety of methods of managing student behavior. A secondary objective was to identify significant differences in perceptions categorized on the basis of academic major, cumulative grade point average, sex, and stage in preservice preparation. The first of two questionnaires elicited information on academic preparation, career plans, personal data, and interest in teaching as well as perceptions of discipline problems and methods for managing student behavior. Respondents were also asked to rate 24 discipline problems in terms of frequency of occurrence, and the most effective methods of managing behavior. Among the most frequently observed breaches of decorum in the classroom were excessive talking, inattention, and failure to complete assignments. Most frequent methods of classroom control were verbal emphasis upon behavior limits, and positive reinforcement of good behavior. Statistical data obtained from the questionnaires are presented in tables. (JD)

ED 292 765

SP 029 969

Keith, Marcia J.

A Student Teacher's Practical Knowledge of Success in Classroom Lessons: Images, Expectations, and Strategies.

PUB DATE- 86

NOTE- 27p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Achievement Need; Beliefs; *Cognitive Mapping;

Elementary Education; *Expectation; Higher Education;

*Instructional Effectiveness; *Performance Factors; Preservice

Teacher Education; Self Concept; Self Evaluation (Individuals);

*Student Teaching; Teaching Experience

This study examined the phenomenon of student teachers' practical knowledge of what constitutes a successful classroom lesson. One student teacher's personal orientation of practical knowledge and implicit understanding of what is needed to make sense out of the experience of success in classroom lessons was explored before and after the student teaching experience. Tentative conclusions are presented in the form of hypotheses: (1) student teachers hold a limited number of constructs which they use to interpret a successful lesson; (2) the closer an actual lesson is to matching constructs of success, the more successful it is deemed; (3)

McEwin, C. Kenneth; Alexander, William M.

Middle Level Teacher Education Programs: A Second Survey (1986-87).

Including Directory of Institutions with Special Middle Level
Teacher Education Programs. Report.

Appalachian State Univ., Boone, N.C.

PUB DATE- 87

NOTE- 72p.; For related document, see ED 228 173.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Reports - Research/Technical (143) Reference Materials -
Directories/Catalogs (132)

DESCRIPTORS- *Degrees (Academic); Educational Needs; *Middle Schools
Program Design; *Program Development; Secondary Education; *Teache
Certification; *Teacher Education Programs

A survey conducted in 1982 sought information on teacher education
for the middle level schools. Responses to the survey from schools
of education indicated that teacher preparation programs have not
kept pace with the growing number of teachers needed, and the
predominant emphasis in available programs has been at the
predominant level. This document reports on a survey conducted in
1986-87 addressing the same schools and the same topic. The results
of this follow-up study revealed that there has been very little
change in the overall situation, although detailed analysis of the
comparable findings indicated many interesting comparisons.
Findings were compared in the following areas: (1) enrollments in
middle school education programs; (2) program types; (3) courses
offered; and (4) departments responsible for the programs. A brief
discussion is presented on some issues and implications raised by
the survey responses. A directory of institutions with special
courses/programs for the preparation of middle level teachers is
appended. Information is provided in the directory on academic
degrees offered, major specialization, whether the program was
added to another program, and whether the program offers special
courses. (JD)

ED 292 782

SP 030 056

Elliott, John D.

Teacher Thinking and Instructional Materials: Some Relationships
Between a Case Study and a Literature Review.

How Do We Prepare Teachers? Using Research Problem Solving and Technology To Improve Teacher Education.

PUB DATE- Apr 88

NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150 Reports - Research/Technical (143))

DESCRIPTORS- *Evaluative Thinking; Higher Education; Preservice Teacher Education; *Problem Solving; *Program Development; *Research Utilization; Student Teaching; *Teacher Education Programs; Teacher Effectiveness; *Theory Practice Relationship

IDENTIFIERS- Vanderbilt University TN

After assessing its programs and teacher education research, it was decided by the Peabody College of Vanderbilt University that the ultimate goal of the programs would be to develop teachers who would be problem solvers who were able to assess each unique classroom situation and select from alternative strategies the strategy that is the "best fit." Using four phases of problem-solving: (1) understanding; (2) planning; (3) carrying out the plans; and (4) looking back, changes were made in the teacher education program. This report describes each of these phases, listing the objectives as developed and the research findings to be utilized with each one. Some of the objectives are clustered as they relate to one another. To better clarify the utility of the research findings in carrying out the objectives, direct quotes from significant research studies are provided. In discussing the implementation phase of this program development, descriptions are given of a series of videotapes of classroom scenes that were used prior to the time when preservice students went into classes for practicum experiences. A discussion is presented on the importance of the "looking back" phase in problem solving, which offers an opportunity to reflect, evaluate and generalize both the problem and the solution, and relates the problem to others that incorporate it into the repertoire of solved problems. References are included and a sample practicum observation form is appended. (JD)

ED 292 798

SP 030 112

Sunal, Dennis W.

Graduate Management Admissions Test, and the Medical Colleges
Admissions Test. (SLD)

ED 292 813

TM 011 125

Foshay, Wellesley R.

What We Know (and What We Don't Know) about Training of Cognitive
Strategies for Technical Problem Solving.

PUB DATE- Apr 87

NOTE- 18p.; An earlier version of this paper was presented at the
Annual Meeting of the American Educational Research Association
(Washington, DC, April 20-24, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- Algorithms; *Cognitive Processes; Cognitive Psychology;
Heuristics; Instructional Effectiveness; Learning Theories;
*Problem Solving; Schemata (Cognition); *Task Analysis

IDENTIFIERS- *Troubleshooting

The topic of teaching troubleshooting is examined as an example of
the teaching of cognitive strategies for technical problem solving.
The traditional behavioral approach to teaching troubleshooting has
essentially been algorithmic. Recent cognitive research suggests an
approach founded first on task analysis and characterized by: (1)
analysis of the symbol system used; (2) representation of the
system under study; (3) identification of failure modes; (4)
specific solution algorithms; and (5) derived heuristics which may
be applied to guide linking of the detailed solution algorithms.
Instructional strategies then would be developed for each of these
areas. The teaching of troubleshooting for IBM's CICS application
programming system is given as an example of the practical
application of these principles. Much remains to be confirmed about
teaching troubleshooting. Research on the learning psychology side
of the cognitive field has surpassed research on the instructional
psychology side. An instructional psychology should be developed
using cognitive psychology as a basis. (SLD)

September 2, 1987.
Northern Michigan Univ., Marquette.; Presidents Council of State
Colleges and Universities.

PUB DATE- Sep 87

NOTE- 47p.; Some pages contain small print.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Career Guidance; College Preparation; Grade 11; Higher
Education; High Schools; *Mathematics Tests; Predictive
Measurement; *Student Placement; Test Reliability

IDENTIFIERS- *Michigan; Michigan Mathematics Early Placement Test
The Michigan Mathematics Early Placement Test (MMEPT) is an
assessment instrument that gives 11th-grade students an appraisal
of their mathematical skills in relation to college expectations.
Students who take the test receive a report letter that tells them,
based upon their test results, approximately where they would be
placed in mathematics if they were entering college at the time of
the test. The letter also describes the mathematics needs for two
career fields of interest to them. Patterned after the Ohio Early
Mathematics Placement Test, the MMEPT is sponsored by Michigan's
Presidents Council of State Colleges and Universities and
administered by the Glenn T. Seaborg Center for Teaching and
Learning Science and Mathematics at Northern Michigan University.
With state funding included in the Higher Education Appropriations
Bill, the MMEPT was offered to all high schools in Michigan for the
first time in 1986-87. Over 28,000 students from 345 of the 900
high schools took the test. This report discusses in detail the
results of the MMEPT's first year. It includes 26 charts and
tables, sample student letters, and sample school summary reports.
(Author/TJH)

ED 292 829

TM 011 207

Rachal, Janella

Multiple Curriculum Study.

Louisiana State Dept. of Education, Baton Rouge. Office of Research
and Development.

PUB DATE- Mar 87

NOTE- 183p.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

ED 292 845

TM 011 225

Ethington, Corinna A.

SAT-M Performance of Women Intending Quantitative Fields of Study.

PUB DATE- 87

NOTE- 23p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Aspiration; *College Bound Students; College Entrance Examinations; College Mathematics; College Science; Computer Science Education; Engineering Education; Higher Education; High Schools; *Mathematics Tests; Self Evaluation (Individuals); Standardized Tests; Student Characteristics; *Womens Education

IDENTIFIERS- *Scholastic Aptitude Test

This study assessed patterns of differences in quantitative performance across groups of intended undergraduate majors consistent with those previously found for students who had completed their undergraduate study. Data were drawn from the College Board Admissions Testing Program's national sample of 10,000 college-bound high school seniors in 1982-83. The data base includes student scores on the Scholastic Aptitude Test (SAT) as well as student reported information from the Student Descriptive Questionnaire, which elicited information on students' family background, high school experiences, personal characteristics, and educational aspirations. The model for the study was estimated for 314 women who indicated their intention to major in one of the mathematical or scientific fields within the scope of the study. Women intending to major in engineering and physical science exhibited the same atypical performance. However, the large differences in mean SAT Mathematics performance found between women in mathematics, statistics, physics, and computer science versus those in engineering and the physical sciences disappeared when other measures were controlled for; and the effects of these measures were the same for both groups. Self-rating relative to others with respect to mathematics and science ability was the primary influential variable in the study. (TJH)

school curriculum to developing teacher curriculum, and from a first-order action research to a second-order action research. The current situation, based on an agreement between the government, employers, and teachers' associations, is critiqued. (TJH)

ED 292 861

TM 011 258

Winter, Richard

"Problems in Teacher Appraisal--An Action-Research Solution?"

PUB DATE- 87

NOTE- 16p.; Paper presented at the Annual Conference of the British Educational Research Association (Manchester, England, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Action Research; Employment Practices; Evaluation Methods; *Evaluation Problems; Foreign Countries; Models; *Personnel Evaluation; *Professional Development; *Teacher Evaluation; Teacher Improvement

Procedures and rationales for teacher appraisal are examined. The target-output model calls for agreed-upon objectives to be compared with professional work. The performance criteria model compares professional work to agreed criteria of competencies. A diagnostic model of appraisal of teacher needs and potentials is joined with the others in a "product" model of appraisal of the result generated. A "process model" has more relevance for professional work as it views professional development in the process of teaching, in stimulating learning by the teacher. In approaching the problem of government appraisal of a profession, an "action-research" model is proposed to deal with enhancement of teachers' professionalism, leaving aspects of promotion and response to incompetence to separate initiatives. (SLD)

ED 292 862

TM 011 268

Kavanagh, Michael J.; And Others

items that suggests that the SAT will fare well when relevant studies are conducted. Future studies should be based on an enlarged validation framework. A nine-page list of references is included. (TJH)

ED 292 876

TM 011 320

Oescher, Jeffrey

A Comparative Analysis of Three Item Selection Procedures.

PUB DATE- Nov 87

NOTE- 107p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (16th, Mobile, AL, November 11-13, 1987).

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Speeches, Conference Papers. "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; *Achievement Tests; Addition; *Comparative Analysis; Grade 1; *Item Analysis; Primary Education; Subtraction; Test Construction; *Test Items

IDENTIFIERS- Rasch Scaled Scores

This study empirically examined the proposition that different item selection procedures contribute to the development of achievement tests that optimally serve different purposes. A test of 110 addition and subtraction problems was given to a sample of 371 first-grade students. Three subsets of 30 items were selected from this 110-item test. The first included those items with the highest classical item discrimination indexes, the second of those best describing the continuum of Rasch item difficulties of the 110-item test, and the third of randomly selected items. The study examined which set of items best reflected student performance on the set of 110 items if the purpose of such testing was the differentiation of students, location of students on an achievement continuum, or generalizing student performance to the domain of 110 items. Primary analyses of the data indicated that the subtests consisting of classically discriminating items and those describing the continuum of Rasch difficulties yielded statistically different results from all other tests for differentiating students or generalizing performance to the domain of items. Secondary analyses indicated that these differences were attributed to the performance of the lower quartiles of students. (Sixteen tables are appended.) (Author)

ED 292 892

UD 025 634

Dropout Intervention/Prevention Plans and Activities. Report to Board
of Education.

Denver Public Schools, Colo.

PUB DATE- Oct 86

NOTE- 36p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Administrator Role; *Dropout Prevention; *Dropout
Programs; Educational Objectives; Elementary Secondary Education;
High Risk Students; *Program Implementation; *School Community
Relationship; Staff Role

IDENTIFIERS- *Denver Public Schools CO

In February 1986, a Dropout Prevention Office was created by the superintendent of the Denver (Colorado) Public Schools to develop a comprehensive approach to address the dropout issue. The Office was also to evaluate existing dropout efforts, and serve as a clearinghouse on dropout programs and information and as an encouragement to partnerships between the schools and the community. This report updates the accomplishments and activities of the Office as of October 1986. Parts 1 and 2 list the current and projected activities of the Office, including the following: (1) conferences; (2) development of a definition for "dropout"; (3) participation in the governor's task force; (4) meetings and testimony; and (5) institution of remedial and individualized programs, and a jobs program. Part 3 reviews the district's approach to solving the dropout problem. Part 4 is a list of recommendations for the continuation of the program. They include the following: (1) the community should be informed of the program; (2) an action plan should be developed; (3) principals should conduct a needs assessment survey; (4) a human relations training program should be explored; (5) policies and procedures for introduction and evaluation should be developed; and (6) the interventions must be focused at elementary and preschool levels. Appendices and a 44-item bibliography are included. (VM)

Reading and math instruction was integrated through the use of word problems and vocabulary study, and an emphasis on practical skills. The student achievement objective for reading in English was not met. However, the mean normal curve equivalent gain in reading comprehension from pretest to posttest was statistically significant. The program objective for the 119 students who were taught reading in Spanish was partially met. The program objective for the students receiving remedial instruction in math was also met. The following recommendations are made for the next program cycle: (1) increase the availability of materials in the LEP and mathematics programs; (2) continue staff development, including the use of innovative materials and a holistic approach to teaching; and (3) review the appropriateness of student assignments to test levels on the Metropolitan Achievement Tests. Data are presented in nine tables. (Author/BJV)

ED 292 907

UD 026 074

Hacker, George A.; And Others

Marketing Booze to Blacks. A Report from the Center for Science in the Public Interest.

Center for Science in the Public Interest, Washington, D.C.

REPORT NO.- ISBN-0-89329-015-7

PUB DATE- May 87

NOTE- 69p.

AVAILABLE FROM- Center for Science in the Public Interest, Department

PD/EDRS, 1501 16th Street, N.W., Washington, DC 20036 (\$5.45).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Advertising; *Alcohol Education; Alcoholic Beverages; Alcoholism; *Black Community; Black Influences; *Black Leadership; Black Organizations; *Blacks; Corporate Support; Drinking; Drug Addiction; Government Role; Health; *Marketing

IDENTIFIERS- *Alcohol Abuse; Business Ethics

Beer, wine, and liquor manufacturers aggressively seek to maximize sales of their products to blacks, despite public health and safety problems associated with those products. Rather than act to protect the public from the over-promotion of alcohol, government has set few effective constraints on the sales stratagems of alcoholic beverage producers, who advertise their brands to young people, and who routinely promote regular, daily drinking and appeal to the psychological needs of alcohol abusers. Although blacks, overall,

Educationally and Economically Disadvantaged Children. Joint Hearing Reviewing Available Education Opportunities for Disadvantaged Children, Focusing on Those Children Living in Poverty. Those from Single-Parent Families, and Those Whose Parents Are Teenagers, before the Committee on Labor and Human Resources, United States Senate and the Committee on Education and Labor, House of Representatives, One Hundredth Congress, First Session. Congress of the U.S., Washington, D.C. House Committee on Education and Labor.; Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-100-430

PUB DATE- 9 Sep 87

NOTE- 149p.; Most pages contain small type.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Business Responsibility; *Children; Community Role;

Early Childhood Education; *Economically Disadvantaged;

***Educationally Disadvantaged; Human Resources; Identification;**

Intervention; *Parent Role; Prevention; Public Policy; School

Business Relationship; *School Effectiveness

IDENTIFIERS- Proposed Legislation

This joint hearing before the Senate Committee on Labor and Human Resources and the House Committee on Education and Labor focused on educationally and economically disadvantaged children. Of special concern were children living in poverty, those from single parent families, and those whose parents are teenagers. Educational programs are needed to help these children break the cycle of failure and dependency. Input is especially needed from the business community, which can provide training, employment skills, and jobs. Testimony was heard from witnesses representing child advocacy agencies and businesses, and from government officials. Their remarks included the following: (1) the School Improvement Act of 1987 will help to address these problems; (2) adequate funding for anti-poverty programs is needed; (3) programs which teach parenting skills have been successful; (4) parents' health as well as the childrens' health must be preserved; and (5) children must be targeted early to aid their pre-school development. Several successful and promising programs were described and the potential replication of these models was discussed. (VM)

included the following: (1) males outscored females for both ethnic groups in all areas except English; (2) Caucasian students scored substantially higher on each subtest and on composite scores; (3) as family income rises so do composite test scores; (4) students attending smaller high schools scored lower than those in larger ones; (5) Hispanic students in Catholic schools scored higher than Hispanics in public schools; and (6) students who had taken advanced courses in science and mathematics scored higher than students in the basic programs. When comparisons were made between groups and in clusters of factors, family income was found to have a strong influence on test scores. The recommendations include the following: (1) increased federal funding for education is needed; (2) school districts must develop new policies; (3) universities and colleges must play a more significant role in public education; (4) school personnel must direct more attention toward minorities and the middle class; and (5) parent and community involvement must increase. (Twelve groups and 17 data tables are appended.) (VM)

ED 292 935

UD 026 105

Windows of Opportunity: How Business Invests in U.S. Hispanic Markets. Volume I: Human Development.

Hispanic Policy Development Project, Inc., New York, NY.

PUB DATE- 87

NOTE- 112p.; For Volume II, see UD 026 106. Photographs may not reproduce clearly.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Business Education; *Employer Employee Relationship; *Employment Opportunities; *Employment Projections; *Hispanic Americans; *Human Capital; Investment; *Job Skills; Population Trends; School Business Relationship; Social Support Groups; Work Attitudes

This is volume 1 of a two-volume series that addresses the critical need to forge closer ties between corporate America and Hispanic Americans. Volume 1 discusses preparing Hispanics to participate fully in American society through a variety of human development strategies. The strategies include the following: (1) increasing the quality and quantity of education for Hispanic children and adults; (2) preparing Hispanics for the fastest growing, best paying occupations; (3) reducing the number of Hispanic households

attitude toward the behavior (and its determinants, behavioral beliefs and outcome evaluations), subjective norm (and its determinants, normative beliefs and motivations to comply) were determined using the method described by Ajzen and Fishbein (1980). The functional dependence of behavioral intention on attitude and subjective norm was examined. The purpose of this study was to explore the utility of the Theory of Reasoned Action for understanding and predicting science teaching behavior. In particular, the study investigated the cognitive foundations and social support for the physical science teachers' decision to engage in a specific teaching behavior, using investigative methods to teach physical science in a yearlong, general education, high school course consisting of one semester each of introduction to physics and introduction to chemistry. Intent to use investigative methods to teach physical science appears to be the result of a teacher's personal decision to do so, without regard to social pressures. (CW)

ED 292 676

SE 049 053

Coburn, William W.

"World View" Theory and Misconception Research.

PUB DATE- 88

NOTE- 82p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (61st, Lake of the Ozarks, MO, April 10-13, 1988). Contains light and broken type. This research was funded by a grant from the Sid Richardson Endowment at Austin College.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Achievement; Cognitive Development; *College Science; Higher Education; *Misconceptions; Science Education; *Scientific Concepts; Secondary Education; Secondary School Science; *Student Attitudes

IDENTIFIERS- Science Education Research; *World View (Kearney)

It can be inferred from the corpus of misconception research that an assumption that students come into secondary and college classes with a relatively homogeneous view of the world has been made. This paper takes the position that this assumption keeps researchers from a more comprehensive understanding of the factors that lead to

resources, the arts should be exempted from public expenditure cuts and that private funds should be utilized to supplement public funds. A major area of increasing financial support is through business sponsorship. Participants believed that this type of private sponsorship could lead to self-reliance and independence for the arts. The workshop also recognized: (1) businesses' continuing responsibility in the community; (2) the synergy between the arts and business; (3) the economic implications of the arts with regard to employment; and (4) the role that business firms play in fostering cultural development. (JHP)

ED 292 691

SO 018 459

Duea, Joan; And Others

Maps and Globes: An Instructional Unit for Elementary Grades.
University of Northern Iowa, Cedar Falls. Malcolm Price Lab. School.

PUB DATE- 85

NOTE- 99p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Elementary Education; *Elementary School Curriculum; Geography; *Geography Instruction; Instructional Materials; Locational Skills (Social Studies); *Maps; Map Skills; *Social Studies

IDENTIFIERS- *Globes

This unit of 20 classroom learning episodes is structured to improve students' ability to read and interpret maps and globes. Performance objectives, outlined in part 1, include developing map and globe skills to locate, acquire, organize, interpret, evaluate, and express knowledge and information. Each of the learning episodes in part 2 contains instructional objectives, learning activities, and materials needed to carry out the activity. The learning episodes require 1 to 3 days of instructional time. Activities are developed and materials are provided to teach: (1) the four cardinal directions; (2) the four intermediate directions; (3) use of map symbols and legends; (4) designing maps; and (5) using map grids. Students are also taught to use state, United States, and world maps. An outlined U.S. map is provided for students to label the states, and the continents and oceans are

ED 292 706

SO 018 656

Villanueva, Carmelita L., Ed.

Innovations in Population Education: Conveying Population Education through Games.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

REPORT NO.- BKP-84-OPE-695-3000

PUB DATE- 87

NOTE- 8p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)

DESCRIPTORS- Adult Education; *Educational Games; *Family Planning; *Family Size; Foreign Countries; Global Approach; Learning Activities; Nonformal Education; *Population Education; Population Growth; *Population Trends; Secondary Education

IDENTIFIERS- *Asia Pacific Region

The use of games and simulations is a method that educators are finding especially useful in presenting information about population concerns. The "Futures Wheels" is a participatory classroom exercise, designed to demonstrate probable consequences of future population increases and is also used to illustrate a wide range of population related problems. The "Card Game on Family Welfare," produced by participants of the Regional Training Workshop for the Development of Population Education Materials for Special Interest Groups, is directed at youths who are no longer in school. Complete directions and illustrations for the games are given. (NL)

ED 292 707

SO 018 662

Johanson, Arnold

Can Informal Logic Courses Teach Critical Thinking: Reflections on McPeck and Paul.

***Student Attitudes; Student Exchange Programs**

More than 8,000 secondary school students participated in the AFS International exchange programs in 1983, and this document examines some of the research that investigates the impact of travel abroad and intercultural experiences on personality development. Cigdem Kagitcibasi, in a study of the effects of a 10-month program on student participants from Turkey, found that world-mindedness among the students increased and that authoritarianism and religiosity decreased. Robert A. C. Stewart examined the changes in values between New Zealand students who went abroad and their best friends. A survey of more than 200 former participants found that the AFS-sponsored students not only showed a greater decrease in ethnocentrism than their friends but that they also became more conservative. Norman L. Kauffman, in his study of the Goshen College (Indiana) Trimester Program on the personality development of student participants, found greater change than in other college students in: (1) a changed world view; (2) increased interest in the welfare of others; and (3) greater intrapersonal development. The conclusions were that those students who travel abroad were likely to alter their views regarding the host country. The factors that contributed to a significant difference were length of stay, age, and the sex of the participant. Additional research dealt with such topics as educational impact, attitude change, and the effect of travel on tourists. Thirty end notes are included. (NL)

ED 292 721

SO 018 849

Noesjirwan, Jennifer

Determining the Worth of an Orientation: Findings from AFS/Australia Research Report 31.

AFS International/Intercultural Programs, Inc., New York, NY.

Research Dept.

PUB DATE- Dec 85

NOTE- 52p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- *Cultural Awareness; Cultural Differences; Evaluation Methods; Evaluation Problems; Field Studies; *International Educational Exchange; Multicultural Education; Naturalistic Observation; *Orientation; *Program Effectiveness; Qualitative Research

IDENTIFIERS- *Australia

Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use -
Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Economics; *Industrialization; Industry; *Primary
Sources; Secondary Education; Social Studies; *United States
History; Units of Study

IDENTIFIERS- Historical Influences

This study unit, one in a series of eight, gives students examples of: (1) how a major business began in the mid-nineteenth century; (2) why and how individuals joined in financing and sharing in the growth of such a firm; and (3) how trademarks and brand names were adopted as a symbol that a firm stood behind and took pride in its goods and services. The unit contains an overview, objectives, learning activities, student handouts, vocabulary, and ways to use economic concepts to understand historical development. Original source documents, photographs, and materials from the Procter and Gamble Archive are used. (SM)

ED 292 736

SO 019 031

International Operations: New Markets Abroad. Perspectives.
Procter and Gamble Educational Services, Cincinnati, OH.

PUB DATE- 85

NOTE- 33p.; For other units in this series, see SO 019 024-032.

Illustrations may not reproduce clearly.

AVAILABLE FROM- Procter and Gamble Educational Services, 299 E. 6th
Street, Cincinnati, OH 45202 (\$1.95); complete series, \$9.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use -
Teaching Guides (For Teacher) (052)

DESCRIPTORS- Class Activities; *Economics; *International Education;
International Trade; Marketing; *Primary Sources; Resource
Materials; Role Playing; Secondary Education; Social Studies;
*United States History; Units of Study

IDENTIFIERS- Canada; Germany; Mexico; Philippines; Saudi Arabia;
South America; United Kingdom

During the post-war period of the 1940s and early 1950s, there was a surge in consumer demand for goods and services in the United States and throughout the world. As a result, an evolution of U.S. companies into international corporations occurred. This teaching

history; and (3) sample lessons with objectives, teaching procedures, and resources. The book concludes with a summarization, a look at the future of history instruction, and recommendations for further research. A bibliography and a selected list of ERIC resources for teaching history are provided. (SM)

ED 292 750

SO 019 200

Levy, Tedd

The Superpowers: Nuclear Weapons and National Security. Teacher's Guide. National Issues Forums in the Classroom.

National Council for the Social Studies, Washington, D.C.

SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.

PUB DATE- 87

NOTE- 6p.; For related document, see SO 018 600.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Disarmament; Instructional Materials; *International Relations; *National Defense; *National Security; *Nuclear Warfare Resource Materials; Social Studies; World Problems

IDENTIFIERS- *Nuclear Weapons; *USSR

This teacher's guide is designed to accompany the National Issues Forums' "The Superpowers: Nuclear Weapons and National Security." Activities and ideas are provided to challenge students to debate and discuss the United States-Soviet related issues of nuclear weapons and national security. The guide is divided into sections that describe: (1) background information; (2) suggestions for introducing the issues; (3) questions for research and review; (4) questions for discussion; (5) key terms; (6) resource people; and (7) resource materials. Four position choices are presented in order to encourage classroom discussion. They state that: (1) the only way to achieve peace is through military strength; (2) United States and Soviet nuclear arsenals must be reduced in order to achieve peace; (3) tensions, not weapons, pose the greatest threat; and (4) the United States must avoid entangling alliances and a global military presence. Information is provided to help explain and develop proponents' viewpoints on each of these positions. (JHP)

perceptions of success change over the course of student teaching; (4) lesson plans and teaching strategies are developed to bring about success; (5) an implicit image of success is held by student teachers; (6) student teachers have practical knowledge of a successful lesson; (7) there is a congruence between what is understood as success and what a student teacher knows or learns to do to bring it about; and (8) experience provides student teachers with knowledge of results. A discussion of these findings includes consideration of their implications for preservice teacher education. (JD)

ED 292 766

SP 029 985

Jerich, Kenneth F.

Micro-teaching as a Model for Teacher Education Preparation:

Evaluating the Effects of the Curricular Component, Classroom Instruction, within a General Methods Micro-teaching Approach.

PUB DATE- 87

NOTE- 32p.

AVAILABLE FROM- Office of Student Teaching, Eastern Illinois University, Charleston, IL 61920 (\$7.95).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Higher Education; *Instructional Improvement; *Measurement Techniques; Methods Courses; *Microteaching; Preservice Teacher Education; *Program Evaluation; *Research Methodology; Teacher Attitudes; Teaching Skills

This study identified strengths and weaknesses of the components of the general methods course, "Micro-teaching: Practice in Teaching Techniques", prior to a curriculum reorganization. The course included four basic components: (1) classroom instruction; (2) laboratory pre-conference; (3) laboratory teaching practice; and (4) laboratory post-conference. The classroom instruction component featured two basic categories of teaching skills, interaction patterns or methods, and strategies for planning the content of lessons. The laboratory components featured weekly micro-teaching experiences where the techniques learned during the classroom component were practiced. The strengths and weaknesses of the components were assessed in terms of preservice teacher perceptions regarding the four components of the program as measured by an especially developed rating instrument. Descriptions are given of the program, the research methods used in the evaluation, and the

PUB DATE- 88

NOTE- 18p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Childrens Literature; Curriculum Development; *Decision Making; Elementary Education; *Instructional Materials; *Reading Instruction; Teacher Developed Materials; *Textbook Selection

Instructional materials are usually selected by classroom teachers. Little is known about what criteria they use in making these choices. Most of the literature recommends, instead, the attributes to be used. This study employs a qualitative approach to examine one teacher's thinking about her selection of materials. Fundamental to her thinking was a preference for materials that interest, and reflect the needs of, the students. Sixteen references are included. (Author/JD)

ED 292 783

SP 030 057

Chism, Nancy Van Note, Ed.; Warner, Susan B., Ed.

Employment and Education of Teaching Assistants. Institutional Responsibilities and Responses. Readings from a National Conference.

Ohio State Univ., Columbus. Center for Teaching Excellence.

PUB DATE- Mar 87

NOTE- 391p.

AVAILABLE FROM- Center for Teaching Excellence, The Ohio State University, Suite 60, Neilwood Gables, 2096 Neil Ave, Columbus, OH 43210-1115 (\$17.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Assistantships; *College Faculty; Educational Finance; *Employee Responsibility; Fellowships; Foreign Nationals; Graduate Students; Higher Education; International Educational Exchange; *Job Training; *School Responsibility; *Teaching Assistants

The papers in this volume address the critical issues that arose at the first national conference on teaching assistants. The papers are organized into six sections: (1) "The Teaching Assistantship: An Overview" focuses on the role of the teaching assistant (TA) in the context of the university mission and its organization; (2) "Conditions of TA Employment" examines such issues as stipends, grievances, workloads, and taxation as well as policy and

Effects of Intervention Instruction Using Cognitive Modification
Techniques on Teacher Perception and Behavior.

PUB DATE- Apr 88

NOTE- 20p.; Paper presented at the Annual Meeting of the American
Educational Research Association (New Orleans, LA, April 5-9,
1988). Document may not reproduce well.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- Abstract Reasoning; *Cognitive Mapping; *Cognitive
Processes; *Formal Operations; Higher Education; Intellectual
Development; *Piagetian Theory; Problem Solving; *Schemata
(Cognition)

Research involving cognitive modification and using intervention
instruction in general prerequisite cognitive processes has shown
that significant and long-term results are possible. Use of
intervention instruction involving prerequisite data gathering
skills with teachers has been successful in improving ability to
use probing questions in classroom discussions, giving clear and
concise directions, in solving formal operational level problems
and involvement of students in decision making. The problem
investigated in this study was to determine the effects of
intervention instruction in cue attendance on teacher performance
in analysis and modification procedures of classroom lesson plans.
Included in the intervention instruction and followup lesson plan
activities were detail attendance, information search questions,
hypothesis generation and designing strategies for hypothesis
testing. The 189 participants in the research project, all
final-year secondary education majors, were divided into three
groups. Each group was given the same experiences except for the
treatment variable. Prefesting involved critique of a classroom
lesson for one group, a Piagetian Task Assessment for the second,
and only introductory remarks for the third group. A detailed
description is presented of the assignments, treatment, and
treatment rationale for each group. An analysis of the results
includes discussion of implications for teacher education
techniques. (JD)

ED 292 799

SP 030 113

Olson, John K.

Through the Looking Glass: Towards Thicker Description of Teaching.

Barrios, Nina B.; Foster, Garrett R.

Utilization of Evaluation Information: A Case Study Approach

Investigating Factors Related to Evaluation Utilization in a Large State Agency.

PUB DATE- Oct 87

NOTE- 34p.; Paper presented at the Annual Meeting of the American Evaluation Association (Boston, MA, October 14-17, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Case Studies; Evaluation Methods; *Evaluation Utilization; *Information Utilization; Program Evaluation; *Scaling; State Agencies; Statistical Analysis; Use Studies

IDENTIFIERS- Equal Interval Scoring

The use of evaluation information in a large state agency was investigated through a case study approach. Utilization was measured through a scaling procedure considering the status of recommendations within a report and the extent of influence of the evaluation of the status. The scaling procedure, the equal-appearing interval method, used judgments of 15 experienced evaluators to obtain scale values for the relative importance of varying combinations of status and influence in the overall assessment of the effectiveness of evaluation information. The scale was tested on 11 reports from a state human services agency. Four of these were selected for in-depth case study. The contrast of one high utilization and three low utilization situations gave a basis for assessing the value of predictor factors. The scale appeared to function as intended, discriminating between varying levels of utilization. Findings also indicate that the content of evaluation information is an important factor in utilization. Five appendices include statistical data, the survey instrument, category definitions and response form, and the organization of variables for interviews and analysis. (SLD)

DuBois, Jeanne Mitchell

Recognition and Intervention of Interfering Test Anxiety: An

DESCRIPTORS- *Core Curriculum; *Curriculum Development; Curriculum Evaluation; Curriculum Research; Educational Assessment; Elementary Secondary Education; Graduation Requirements; *Mathematics Curriculum; *National Surveys; Selective Admission

IDENTIFIERS- Louisiana

During the 1985 session of the Louisiana legislature, House Concurrent Resolution No. 110 was passed requiring that the State Board of Elementary and Secondary Education study the possibility of instituting a state-wide multiple-curriculum system in Louisiana's public schools. Tasks of the resulting 19-member curriculum committee focused on a national survey of high school graduation requirements and related curriculum issues, but also included reviews of current educational literature. Specific areas of concern included graduation exit testing, core and multiple curricula content, high school diploma options, and college admission criteria. Based on the study, a step-by-step process was formulated to guide the committee in the identification and development of viable curriculum models. Conclusions and recommendations of the committee cover the following areas for Louisiana: (1) high school graduation requirements, with particular emphasis on mathematics requirements and honors/college preparatory curricula; (2) appropriateness of curricula under consideration; (3) an applied studies curriculum model; (4) a future curriculum study based on the findings of the current study; and (5) a future longitudinal study to assess the effectiveness of the curriculum implemented subsequent to completion of the committee's work. Survey forms and other survey materials summary information on responses by states are appended. (TJH)

ED 292 830

TM 011 208

Payne, David A.; Hulme, Gale

The Development, Pilot Implementation, and Formative Evaluation of a "Grass Roots" Teacher Evaluation System--or--the Search for a Better Lawnmower.

PUB DATE- 16 Oct 87

NOTE- 20p.; Paper presented at the Annual Meeting of the American Evaluation Association (Boston, MA, October 14-17, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Counselor Evaluation; Educational Assessment; Elementary

ED 292 846

TM 011 226

Test-Taking Skills.

New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.

PUB DATE- 10 Feb 81

NOTE- 18p.

AVAILABLE FROM- New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston St., Room 613, Brooklyn, NY 11201 (\$1.00).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Class Activities; Classroom Techniques; Elementary Secondary Education; *Instructional Materials; *Test Coaching; *Test Wiseness; Time Management

IDENTIFIERS- *New York City Board of Education

Samples of classroom activities designed to provide practice in specific test-taking skills are provided for use by teachers in the New York City school system. This guide provides activities that aid children in following instructions, time management, use of separate answer sheets, answer choice, and scanning and skimming. Unacceptable teaching practices mentioned briefly include the use of tests as teaching materials, familiarizing students with specific test content, and departing from test restrictions such as standard time limits. Copies of the exercises are included. (TJH)

ED 292 847

TM 011 227

Schunk, Dale H.; Hanson, Antoinette R.

Self-Modeling and Cognitive Skill Learning.

PUB DATE- Aug 87

NOTE- 27p.; Paper presented at the Annual Meeting of the American Psychological Association (New York, NY, August 28-September 1, 1987).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

Job Performance Measurement in the Military: A Classification Scheme,
Literature Review, and Directions for Research. Final Technical
Report for Period May 1982-February 1983.

McFann-Gray and Associates, Monterey, CA.

SPONS. AGENCY- Air Force Human Resources Lab., Brooks AFB, Tex.
Manpower and Personnel Div.

REPORT NO.- AFHRL-TR-87-15

PUB DATE- Sep 87

NOTE- 68p.

CONTRACT- F41689-81-C-0022

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Reports - Descriptive (Program/Project Descriptions) (141) Reports
- Research/Technical (143)

DESCRIPTORS- *Classification; Evaluation Criteria; *Job Performance;
Measurement Techniques; *Military Personnel; Occupational Tests;
Officer Personnel; Performance Tests; *Personnel Evaluation;
Personnel Selection; Rating Scales

IDENTIFIERS- *Air Force Human Resources Laboratory

A classification scheme for job performance measurement was developed by the Air Force Human Resources Laboratory (AFHRL) for development of individual job performance measures to validate Air Force selection and classification procedures. The job performance literature indicates that previous research relied heavily on broad-based generic indices, performance ratings, or operational measures with their inherent problems of inflation and halo effects. These broad measures were unable to take into account task-level-specific influences such as training differences or opportunities to perform. However, it appears that current interest, resources, and state-of-the-art technology developments have significantly increased the probability of developing successful measures of job performance. The AFHRL study resulted in guidelines for developing and obtaining performance measures for a wide range of enlisted, officer, and civilian jobs. Research implications are associated with individual characteristics, rater-ratee relationships, measurement methods and scale development, scale characteristics, performance standards, social contexts, non-work variables, performance constraints, organizational norms, public relations and administrative procedures, rater training, intervening variables, measurement and research paradigms, and error variance. A 12-page list of references is provided. (TJH)

ED 292 877

TM 011 328

Woodruff, David J.; Sawyer, Richard L.

Estimating Measures of Pass-Fail Reliability from Parallel
Half-Tests.

American Coll. Testing Program, Iowa City, IA. Research Div.

PUB DATE- 18 Jan 88

NOTE- 31p.; Paper presented at the Annual Meeting of the American
Educational Research Association (New Orleans, LA, April 5-9,
1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference
Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Estimation (Mathematics); Licensing Examinations
(Professions); *Pass Fail Grading; *Scores; Statistical Analysis;
Test Construction; *Test Reliability

IDENTIFIERS- Parallel Test Forms; *Spearman Brown Formula

Two methods for estimating measures of pass-fail reliability are derived, by which both theta and kappa may be estimated from a single test administration. The methods require only a single test administration and are computationally simple. Both are based on the Spearman-Brown formula for estimating stepped-up reliability. The non-distributional method requires only that the test be divisible into parallel half-tests; the normal method makes the additional assumption of normally distributed test scores. Bias for the two procedures is investigated by simulation, using a Monte Carlo study. For nearly normal test score distributions, the normal method performs slightly better than does the non-distributional method, but for moderately to severely skewed or symmetric platykurtic test score distributions, the non-distributional method is superior. Test results from a licensure examination are tabulated to illustrate the methods. (Author/SLD)

ED 292 878

TM 011 329

Woodruff, David J.

The Albuquerque City Center Schools and Rio Grande Cluster Schools
Program Evaluation 1985-86.

PUB DATE- 86

NOTE- 49p.; For a related document, see ED 278 735.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Basic Skills; Educational
Assessment; Elementary Secondary Education; Itinerant Teachers;
*Librarians; *Literacy; Reading Instruction; *School Effectiveness;
Staff Development; Writing Instruction

IDENTIFIERS- *Albuquerque Public Schools NM

During the 1985-86 school year the Albuquerque City Center Schools and Rio Grande High School Cluster Project focused on student literacy skills, behavior, and attendance. A variety of activities and programs were initiated. Main components of the program were the following: (1) itinerant teachers worked with classroom teachers to conduct professional study groups, provide resources and support, and model teaching strategies; (2) full-time librarians were placed in all of the elementary schools and in the two clusters to sponsor reading activities; (3) an intensive program of vocabulary development, writing, and reading comprehension was initiated among freshmen at Rio Grande High School; (4) discipline policies were implemented and awards were given as incentives to improve attendance; and (5) staff participated in development activities such as workshops and instructional planning days. The evaluation of this project included interviews and the analysis of test scores and demographic data. The findings were the following: (1) classroom teachers have become more aware of instructional issues and have changed their teaching strategies; (2) student attitudes toward teaching have improved; (3) certain groups of students improved their skills in reading, writing, and language arts; and (4) principals noted improvements in student attendance and behavior, although this was not verified by attendance records. Tables and appendices include statistical and budgetary information. (VM)

consume less alcohol per capita than whites, drinking in the black community results in disproportionately high rates of certain alcohol-related problems, such as cirrhosis of the liver, esophageal cancer, and violent crime and accidents. But the black population is being targeted for increased consumption. Advertising and other marketing practices directed at blacks are examined. The alcohol industry's varied public relations and "public service" activities, which have been implemented ostensibly to promote goodwill in the black community, result in economic dependence that effectively prevents black media and civic organizations from taking energetic actions against alcohol problems. Recommendations are made to help decrease the economic dependence of these organizations on the alcohol industry. (BJV)

ED 292 908

UD 026 077

Chapter One in Ohio. Education Consolidation and Improvement Act.
22nd Annual Evaluation Report. Fiscal 1987.

Ohio State Dept. of Education, Columbus.

PUB DATE- Mar 88

NOTE- 33p.; For reports of Fiscal Years 1983-1986, see ED 249 325, ED 254 833, ED 272 330, and ED 281 183.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Child Neglect; *Compensatory Education; Delinquency; Disabilities; Educational Improvement; *Educationally Disadvantaged; Elementary Secondary Education; *Mathematics Instruction; *Migrant Education; Migrant Programs; Program Costs; Program Evaluation; *Reading Instruction; Staff Development

IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Ohio

Chapter 1 activities in Ohio for 1986-87 are summarized. The basic programs are described with emphasis on the following components: (1) student participation; (2) instructional areas; (3) impact of reading instruction; (4) impact of math instruction; (5) expenditure patterns; (6) staff positions; (7) inservice teacher education; (8) parent involvement and advisory councils; and (9) program successes. These basic programs were in 99 per cent of Ohio's school districts with a concentration on students in grades one through four. The program was successful in providing instructional services, assessing needs, and involving parents. Through special provisions of Chapter 1, funding came for special

National Goals--Employment and Poverty. Hearing on Reviewing the State of Employment in America before the Committee on Labor and Human Resources. United States Senate, One Hundredth Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-100-108

PUB DATE- 13 Jan 87

NOTE- 215p.; Some pages contain small, light type.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC09 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

Numerical/Quantitative Data (110)

DESCRIPTORS- *Economic Factors; Employment; *Influences; Job Training; *Labor Force; Minimum Wage; *Poverty; *Public Policy; *Unemployment; Welfare Recipients

This hearing before the Senate Committee on Labor and Human Resources focuses on national goals for employment and poverty reduction. Testimony was heard from government officials, union representatives, economists, and other interested persons. Excerpts from articles and publications were submitted for review. The testimony included the following points: (1) the minimum wage is not a living wage; (2) an increase in the minimum wage would increase inflation; (3) three groups whose needs must be addressed are dislocated workers, disadvantaged youth, and families in need of daycare; (4) over 90 percent of the new jobs will be in the service sector; (5) the educational skills of the work force must be upgraded; (6) much of the funding for jobs programs has been cut by the Reagan Administration; and (7) a national policy is needed to promote full employment. Much of the debate focused on whether or not employment has increased or decreased in the past decade. The session closed with accusations that the panel of witnesses was selected poorly, as evidenced by a political imbalance in the various statements. (VM)

living in poverty; (4) understanding and tapping the unique resources of Spanish-speaking communities; and (5) helping Hispanics to be wise consumers. Programs and organizations that have served the Hispanic community are highlighted. Descriptions of their services are given and contact information is provided. With the rapidly increasing Hispanic population it is imperative that the United States prepare Hispanics to become productive adults and knowledgeable consumers. (VM)

ED 292 936

UD 026 106

Windows of Opportunity: How Business Invests in U.S. Hispanic Markets. Volume II: Business Development.

Hispanic Policy Development Project, Inc., New York, NY.

PUB DATE- 87

NOTE- 96p.; For Volume I, see UD 026 105. Photographs may not reproduce clearly.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Advertising; *Business Administration; *Consumer Education; *Employer Attitudes; *Employer Employee Relationship; Employment Projections; Entrepreneurship; *Hispanic Americans; Investment; *Labor Market; Marketing; Population Trends; Underemployment

This is volume 2 of a two-volume series that addresses the critical need to forge closer ties between corporate America and Hispanic Americans. Volume 2 presents strategies for involving Hispanics in business. Techniques are given for developing businesses that will tap the Hispanic population as consumers and workers. The key elements of this strategy are the following: (1) recognizing the significance of the Hispanic market; (2) securing commitment from top management; (3) providing technical assistance and financial support; (4) targeting specific populations in marketing and in business development; (5) engaging Hispanic experts on staff and as contractors; and (6) encouraging Hispanics and non-Hispanics to invest in each other. Descriptions and evaluations of programs and initiatives that corporations are undertaking to tap and serve the Hispanic community are included. Photographs and tables illustrate the text. The following information is provided for interested companies: (1) a list of Hispanic advertising agencies (2) a list of the 20 largest Hispanic markets in the United States and (3) a

science achievement and positive attitudes. A person's fundamental view of reality is what is known as a "world view." The purpose of this paper is to present Michael Kearney's model of world view and to discuss its potential for use in science education research. The paper is divided into two parts, and part 1 is further divided into several sections. They include: (1) "The Concept of World View"; (2) "Root Analysis of Misconceptions"; (3) "Defining World View"; (4) "World View in Science Education Literature"; (5) "Formation of a World View"; (6) "World View and Cultural Anthropology"; (7) "The Kearney World View Model"; (8) first, second and third order universals (each treated as a separate heading); (9) "Scientifically Inclined World Views"; (10) "Application to Misconception Research"; (11) "A Research Agenda; and (12) "Summary." Part 2 is a paper entitled "The Development of an Instrument for Distinguishing Science-Related Variations on the Causal Universal of College Students World Views" including research method, instrument development, selection of items, and a summary of results of a test of the instrument on 120 freshmen at Austin College (Texas) and 88 (out of a possible 200) randomly selected scientists. The complete 17-item instrument, "Survey of Preferred Explanations," is included. (CW)

ED 292 677

SE 049 056

Gardner, Robert

Energy Projects for Young Scientists.

REPORT NO.- ISBN-0-531-10338-2

PUB DATE- 87

NOTE- 127p.; Photographs and drawings may not reproduce well.

AVAILABLE FROM- Franklin Watts, Inc., 387 Park Avenue South, New York, NY 10016-8864 (\$12.90).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Alternative Energy Sources; Elementary School Science; Elementary Secondary Education; *Energy Conservation; *Energy Education; Fuels; Mechanics (Physics); Motion; Reading Materials; Science Activities; Science Education; *Science Fairs; *Science Projects; Scientific Concepts; *Secondary School Science

Energy is a vital topic. Energy costs have risen dramatically during the last decade and home owners are concerned about their energy bills and the costs associated with heating or cooling their

labelled on an outline world map. A comprehensive posttest is provided. (SM)

ED 292 692

SO 018 472

Quigley, Charles N., Ed.; And Others

We the People...Do Ordain and Establish this Constitution for the United States of America. Teacher's Edition. A Secondary Level Student Text.

Center for Civic Education, Calabasas, CA.

SPONS. AGENCY- Commission on the Bicentennial of the United States Constitution, Washington, DC.

REPORT NO.- ISBN-0-89818-129-1

PUB DATE- 87

NOTE- 128p.; For related document, see ED 285 818. Prepared for the National Bicentennial Competition on the Constitution and Bill of Rights.

AVAILABLE FROM- Center for Civic Education, 5146 Douglas Fir Road, Calabasas, CA 91302.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Citizenship Education; Civics; Civil Liberties; *Constitutional History; Governmental Structure; Instructional Materials; *Political Science; Secondary Education; Social Studies; *United States Government (Course); *United States History

IDENTIFIERS- *Bicentennial; *United States Constitution

Equipping students intellectually to become active participants in society through an understanding of the past is this text's goal. Based on expository and inquiry methods that encourage active participation by students, the document stresses the development of analytic and evaluative skills. The activities built into the lesson plans include directed discussions, debate, and simulations. The text is organized into six units. Unit 1 introduces the students to the political philosophies which provided the basic principles and ideas underlying the U.S. Constitution. Unit 2 emphasizes the influence of the Magna Carta and the British Parliamentary system upon the framers of the U.S. Constitution. Unit 3 gives an account of the Philadelphia Convention and the conflicting points of view represented by the Virginia and New Jersey Plans. The powers of Congress and the organization of the executive and judicial branches are also presented in this unit. In

PUB DATE- 12 Apr 87

NOTE- 16p.; Paper presented at the Conference on Critical Thinking
(Newport News, VA, April 9-12, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Cognitive Development; Cognitive Processes; *Critical
Thinking; Educational Philosophy; Higher Education; Logic; *Logical
Thinking; *Problem Solving

IDENTIFIERS- *McPeck (John); *Paul (Richard)

The teaching of critical thinking requires an understanding of the term, defined in this document as the processes of judgement or evaluation. Informal logic teaches students to understand and analyze arguments which are fallacious, to determine what is valid and invalid, and to evaluate non-deductive arguments. John McPeck and Richard Paul questioned whether informal logic can teach critical thinking, since it varies from discipline to discipline. They believed that a background knowledge of relevant subject matter was vital for an assessment of truth or falsity of arguments and that there were methodological differences among disciplines. Paul challenged the assumption that critical thinking could be taught as a battery of technical skills as though each argument were an individual unit outside its overall context. This approach he labeled "atomistic," arguing that instead, critical thinking must focus on world, not segmental views. (NL)

ED 292 708

SO 018 663

Strittmatter, Anton

Case Study on School Development in Practice. Project No. 8:
Innovation in Primary Education.

Council for Cultural Cooperation, Strasbourg (France).

REPORT NO.- DECS-EGT-(87)-18

PUB DATE- 12 Jun 87

NOTE- 22p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Audiovisual Centers; Curriculum Development; *Curriculum
Enrichment; *Educational Change; Elementary Education; Foreign
Countries; Instructional Development; Participative Decision

This document reports an evaluation of the orientation program in Australia for hosted Year Program students. Qualitative and quantitative data were used in the evaluation. The techniques included on-site observation of the orientation and interviews with 141 participants and 23 staff members from 12 countries. Although no written goals were stated for the program, several goals emerged from evaluator interviews including: (1) breathing space; (2) language learning; and (3) specific cultural learning. The orientation program included skits, workshops, language practice, field trips, information sessions, and an international dinner. A pre-departure orientation was conducted for students returning home and an evaluation questionnaire listing 10 goals to be rated was administered. Three of the goals were rated highly necessary for future programs. They included: (1) specific cultural learning; (2) strategies for coping and developing realistic expectations; and (3) the formation of international friendships. The results showed that the major problem for the students was their relationships with the host family. Fifty percent of the students rated the year as happy and productive; 40 percent had some difficulties but still had a productive year, and 10 percent had a continuously difficult and unhappy year. The departing orientation was perceived as useful for sharing mutual experiences for coping with problems and for renewing friendships with other students. The report concluded that the orientation camp does achieve some of the purposes expected of it by each of the groups. Two afterwords are presented: (1) "Australia's Orientation and the Montreal Recommendations" (Mary Ann Zarembo); and (2) "How National Units Can Make Use of This Report" (Neal Grove). (NL)

ED 292 722

SO 018 875

The Constitution in Other Lands.

Constitutional Rights Foundation, Los Angeles, Calif.

PUB DATE- 87

NOTE- 10p.

AVAILABLE FROM- Constitutional Rights Foundation, 601 South Kingsley Drive, Los Angeles, CA 90005.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Journal Articles (080) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Asian History; *Constitutional Law; Democracy;

unit, one in a series of eight, reviews the international operations of the Procter and Gamble Company. The materials used in the unit are taken from Procter and Gamble employee publications (secondary sources) and speeches by executives (primary sources) who have worked overseas. The unit focuses on international operations in Canada, the United Kingdom, Germany, the Philippines, Saudi Arabia, Mexico, and South America. Background material for each of the countries is provided. Learning activities include role playing, during which students assume the role of managers in the overseas branches. The unit also includes objectives, student handouts, vocabulary lessons, teaching procedures, and methods of using concepts to understand historical development. (SM)

ED 292 737

SO 019 032

Coping with Growth: Industry in the Late 1800's, The Human Factor. Perspectives.

Procter and Gamble Educational Services, Cincinnati, OH.

PUB DATE- 85

NOTE- 25p.; For other units in this series, see SO 019 024-031.

AVAILABLE FROM- Procter and Gamble Educational Services, 299 E. 6th Street, Cincinnati, OH 45202 (\$1.95); complete series, \$9.95).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Class Activities; *Economics; Instructional Materials; *Labor Relations; Primary Sources; Secondary Education; Social Studies; *United States History; Units of Study

As industry developed during the late 1800s, factories increased in size, and a gap developed between owners and employees. This teaching unit, one in a series of eight, examines the situation of one company in which an innovative business leader sensed the need to bridge the gap between owners and employees. One method of accomplishing this was to implement a profit sharing plan. Role playing is utilized and materials from the Procter and Gamble Archives are used. The unit includes an overview, objectives, vocabulary lessons, student handouts, class activities, and ways to use economic concepts to understand historical developments. (SM)

SP

ED 292 751

SP 029 062

Provenzo, Eugene F., Jr.; And Others

A Comparison of Individual and School Level Approaches to Merit Pay:

A Case Study of the Dade County Public Schools.

SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.

PUB DATE- Mar 87

NOTE- 40p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Change Agents; Elementary Secondary Education; *Master
Teachers; *Merit Pay; *Program Attitudes; Program Costs; *Program
Effectiveness; *Program Evaluation; *Teacher Evaluation; Teacher
Salaries

This policy study discusses two models of merit pay programs enacted in Florida: the Florida Meritorious Teacher Program and the Quality Instruction Incentives Program (QUIIP). Using the Motivation-Hygiene Theory (Herzberg et al.) as a theoretical framework, each program was analyzed from the perspective of how it worked as a motivator and source of satisfaction or dissatisfaction for teachers in their work. Evidence from the research was sufficient to warrant a number of general conclusions about the two programs: (1) business imposed its model of merit pay (the Florida Master Teacher Program) on the educational system; (2) QUIIP was implemented in response to the perceived limitations of the Florida Master Teacher Program; (3) merit pay became a confusing phenomenon for both those experiencing it and evaluating it, with two different programs being imposed on teachers at the same time; (4) the two models of merit pay functioned, in part, in different ways; and (5) merit pay in either the form of school based merit pay or individual level merit pay does not provide a solution to the general problem of low teacher salaries. Policy recommendations are suggested based on these conclusions. (JD)

measurement instrument. An analysis of the responses of the 88 study participants is presented, as well as a summary of the issues raised by the evaluation. (JD)

ED 292 767

SP 029 986

The Presidential Physical Fitness Award Program, Featuring the President's Challenge. Instructor's Guide.
President's Council on Physical Fitness and Sports, Washington, D.C.
PUB DATE- 87

NOTE- 22p.; Revised to include ages 6-17.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Awards; Elementary Secondary Education; *National Norms; National Surveys; *Physical Education; *Physical Fitness; *Standardized Tests; Student Motivation; *Testing Programs

This pamphlet provides information for physical education teachers on the Presidential Physical Fitness Award Program. A project of the President's Council on Physical Fitness and Sports in cooperation with the American Alliance for Health, Physical Education, Recreation and Dance, the program recognizes outstanding physical fitness among children and youth aged 6 to 17. Changes in the test battery are noted, and instructions are given for administering the physical fitness tests to students between the above-mentioned ages. (JD)

ED 292 768

SP 029 989

Spragg, Carolyn; Noble, Larry
A Comparison of Selected Kinematic Factors in Male Baseball and Female Fast Pitch Softball Batting.

PUB DATE- 87

NOTE- 26p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

collective bargaining; (3) "Considerations for TA Development" treats some strategic factors in TA preparation, including planning programs and locating them within the university; (4) "Approaches to TA Development" presents papers on general ways in which the preparation of TAs can be addressed, and on particular programs that are in place in various departments and universities; (5) "International Teaching Assistants" explores the special case of the international TA. The papers in this section also talk about planning and implementing programs designed to screen these TAs for language competency as well as to prepare them to teach U.S. universities; and (6) "Task Force Reports and Reflections on the Conference" concludes the volume of papers with observations offered about the conference as well as reports of continuing directions being proposed by the task forces convened at the conference. Each section is preceded by an introductory statement that includes more detail and a summary of the papers included. (JD)

ED 292 784

SP 030 059

Martinez-Boyd, Diana

The Planning Performance Trade-Off in Use of Textual and Illustrated Procedural Instructions.

PUB DATE- Apr 88

NOTE- 66p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Instructional Material Evaluation; *Instructional Materials; *Intermode Differences; Learning Modalities; Material Development; *Media Adaptation; *Programed Instructional Materials; Teaching Methods

This study explored how, and what type of, procedural instructions influence a trade-off between planning and performance. There is a trade-off if longer planning time shortens performance time, improves performance efficiency, and improves accuracy. The relative effectiveness of nine combinations of illustrated and written instructions for an assembly task were compared. Three time measures were used: (1) total session time; (2) planning time; and (3) performance time. Other performance measures were efficiency and accuracy. It was concluded that there was a trade-off between

SPONS. AGENCY- Ontario Dept. of Education, Toronto.; Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).

PUB DATE- Apr 88

NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Behavior Change; *Behavior Patterns; *Classroom Environment; Classroom Observation Techniques; Classroom Techniques; *Computer Assisted Instruction; Elementary Secondary Education; Foreign Countries; Microcomputers; *Teacher Attitudes; *Teacher Student Relationship

A "thick" description of teaching is referred to as the uncovering of the meaning of what is being said or done by knowing the structure in which it is said or done. In this ethnographic study of teachers' experiences with microcomputers in their classrooms, George Kelly's (1955) personal construct theory was used to develop a clinical interview strategy based on the idea that how teachers deal with a change is dependent on how they construe classroom life. It is posited that teachers have well established practices for conducting life in their classrooms which allow the business of the class to be done. Computer-based learning threatens those routines and causes routines to be re-appraised. How teachers use computers and how they construe their experience cannot be properly understood without knowing the backdrop of everyday classroom routines and what they say about how a teacher interacts with the students in the context of the classroom. Using Kelly's method, two teachers were asked to construe classroom events involving computers and some insight was gained into the way they thought about their experiences with microcomputers. One teacher, at the elementary level, was just beginning to imagine how computers would work in the classroom. The other, at the secondary level, was already giving over some of the work of the curriculum to the computer. A report is presented of observations of the teachers' classrooms and of in-depth interviews with the teachers. (JD)

ED 292 800

SP 030 114

Pugach, Marleen C.; Johnson, Lawrence J.

Peer Collaboration: Enhancing Teacher Problem-Solving Capabilities

Annotated Bibliography.

PUB DATE- 18 Nov 87

NOTE- 37p.; Exit project, Indiana University at South Bend.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; Coping; *Educational
Diagnosis; Elementary Education; *Elementary School Students;
*Intervention; Learning Strategies; Stress Management; *Test
Anxiety; Test Wiseness

An annotated bibliography of 33 studies on recognition of and intervention into test anxiety (TA) for elementary school students (grades 1 through 8) is provided, and the research results are analyzed. Focus is on increasing the ability of educators to recognize students experiencing TA and to examine methods of reducing its effects. A basic premise is that students experiencing TA do not perform to their potential, resulting in an underestimation of their abilities by educators. The bibliography covers visible and invisible indicators of TA and methods of intervening to reduce or eliminate TA. The intervention methods include adaptations of the testing situation, learning strategies, test-wiseness instruction, and coping skills instruction. The annotated titles are listed alphabetically by author within each indicator and method section. The bibliography does not cover cultural variables, differences related to age and gender, or physiological effects. A glossary of terms is included. (TJH)

ED 292 816

TM 011 192

Firestone, William A.

Meaning in Method: The Rhetoric of Quantitative and Qualitative Research.

Research for Better Schools, Inc., Philadelphia, Pa.

PUB DATE- 86

NOTE- 22p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Elementary Secondary Education; Leadership; Methods;
Outcomes of Education; Principals; *Qualitative Research; Research
Methodology; *Rhetoric; *Statistical Analysis

The current debate about quantitative and qualitative research methods focuses on whether there is a necessary connection between

Secondary Education; *Formative Evaluation; Media Specialists;
Pilot Projects; Principals; *Program Evaluation; Program
Implementation; *Teacher Evaluation; Teacher Response
IDENTIFIERS- Georgia (Atlanta)

The development, pilot implementation, and formative evaluation of a teacher evaluation system for schools in a suburb of Atlanta, Georgia, are described. The system also assessed counselors and media personnel. A committee of 17 teachers and 9 administrative personnel developed the evaluation procedures and instrumentation. A 3-year cycle, which included orientation, assessment, and evaluation phases, was instituted for each teacher. Four schools were involved in the pilot project. Instruments used included an administrator activity log for principals and selected others, a teacher assessment instrument, a teacher survey, and teacher interviews. Results provide insights into changes needed in teacher evaluation procedures and implementation, the impact of teacher evaluation, and teachers' reactions to the evaluation and suggestions for improvement. The evaluation resulted in the following actions by the school district's superintendent: (1) elimination of an unpopular teacher evaluation scale from the design; (2) use of the basic evaluation instrument, which featured eight competencies, as a basis for individualized goal setting; (3) adjustment of the teacher/helper ratio; and (4) continued development of a generic teaching model. (TJH)

ED 292 831

TM 011 209

Wall, Terry Cobb

The Illusion of Independence in Evaluation.

PUB DATE- 84

NOTE- 13p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Educational Assessment; *Evaluation Methods; Evaluation
Problems; Evaluators; Program Evaluation

Values and beliefs underlying assumptions concerning the independent evaluations of persons and programs involved in the educational process are discussed. Particular emphasis is placed on M. Scriven's treatise on bias in evaluation (1976). Works by E. R. House, R. E. Stake, L. Stenhouse, M. Parlett and D. Hamilton, and D. L. Stufflebeam are also considered. Independence in evaluation is valued on the basis of shielding the observer from sources of

DESCRIPTORS- *Classroom Techniques; Cognitive Development; Elementary Education; Elementary School Students; Grade 3; Grade 4; Modeling (Psychology); *Problem Solving; *Self Evaluation (Individuals)
This experiment investigated self-modeling among 60 children, enrolled in grades 3 and 4, during cognitive skill learning. Children received training on addition and subtraction of fractions. Subjects in one condition (mastery self-model) were videotaped while successfully solving problems and viewed their tapes. Children in the progress self-modeling group were videotaped while learning fraction operations and subsequently viewed their tapes. These subjects experienced initial difficulties, but eventually were successful. Other children were videotaped, but did not view their tapes. Subjects in the fourth condition received training, but were not videotaped. Children in the mastery and progress self-model conditions demonstrated higher self-efficiency, skill, and training performance, compared with subjects in the other two conditions. The mastery and progress treatments did not differ in their effects on children's perceptions of progress in learning. (Author/TJH)

ED 292 848

TM 011 228

Rivera, Charlene; Pennock-Roman, Maria
Issues in Race/Ethnicity Identification Procedures in the National Assessment of Educational Progress, Part I: A Comparison of Observer Reports and Self-Identification. Research Report No. 87-19.

Educational Testing Service, Princeton, N.J.

PUB DATE- Apr 87

NOTE- 65p.; Appendices contain small print.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; *Achievement Rating; Black Achievement; *Black Students; Elementary Secondary Education; *Ethnicity; Grade 4; Grade 8; Grade 11; Hispanic Americans; *Racial Identification; Secondary School Students; Self Evaluation (Individuals); *White Students

IDENTIFIERS- *National Assessment of Educational Progress

In this investigation, the validity of observer reports versus student self-reports of race and ethnicity in the National Assessment of Educational Progress (NAEP) for ages 9, 13, and 17 years were evaluated. Data from seven surveys (1975-1984) were

Measuring Student Achievement: Comparable Test Results for Participating SREB States, the Region, and the Nation. A Report of the Southern Regional Education Board/National Assessment of Educational Progress 1986 Program with Arkansas, Florida, Louisiana, North Carolina, South Carolina, Tennessee, Virginia, West Virginia.

National Assessment of Educational Progress, Princeton, NJ.; Southern Regional Education Board, Atlanta, Ga.

PUB DATE- 86

NOTE- 34p.

AVAILABLE FROM- Southern Regional Education Board, 592 Tenth Street, N.W., Atlanta, GA 30318-5790 (\$4.00).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Academic Achievement; *Achievement Tests; *Grade 11; High Schools; National Programs; Norm Referenced Tests; Reading Achievement; Reading Tests; *Regional Programs; State Surveys; Testing Programs; *Test Results; Writing Evaluation

IDENTIFIERS- *National Assessment of Educational Progress; *Southern Regional Educational Board

The 1986 Southern Regional Education Board/National Assessment of Educational Progress (SREB/NAEP) testing project included Arkansas, Florida, Louisiana, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia. The tests used in the SREB/NAEP consisted of selected reading and writing exercises developed and administered to a sample of 11th-grade students by the NAEP. In reading and writing, students in the majority of the participating SREB states are achieving at the national average; overall scores from all participating states matched the Southern regional average. Achievement differences in reading between blacks and whites and between males and females are basically the same in the SREB states as in the nation as a whole. Other results indicate that: (1) the states have the most current and reliable measure of how their students' achievement in reading and writing compares to truly national and regional results; (2) student achievement can be assessed in ways that make state, regional, and national comparisons possible; (3) the NAEP provides information about students who are achieving beyond minimum levels; (4) the SREB sample is representative; and (5) the SREB program can provide insights to the college readiness of students. Data are presented in ten graphs and seven tables. (TJH)

An Analytical Comparison among Three Linear Equating Methods for the Common Item Nonequivalent Populations Design.

American Coll. Testing Program, Iowa City, IA. Research Div.

PUB DATE- 1 Apr 88

NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Correlation; *Research Methodology; *Statistical Analysis; Statistical Data

IDENTIFIERS- Levine Equating Method; *Linear Equating Method; Tucker Common Item Equating Method

Three linear equating methods for the common item non-equivalent populations design, a design often used in practice, are compared by an analytical method. The models include: (1) Tucker's equally reliable method; (2) Levine's equally reliable methods; and (3) the congeneric method recently introduced by Woodrull (1986). Tucker's method makes assumptions about observed score regressions and is based on a linear regression model. The Levine and congeneric methods make assumptions about true score regressions and are based on linear structural models. The analysis is graphically illustrated using data from actual test administrations. If groups differ greatly as shown by their performance in the anchor and if application of Tucker's equating method is not tenable, the disattenuated correlation between Y and V should be computed. If this disattenuated correlation is significantly less than unity, the Levine method should not be used, and the congeneric method becomes an appealing alternative. (SLD)

ED 292 879

TM 011 330

Terwilliger, James S.

A Methodology for Defining Content Domains for Achievement Measures in Specific Disciplines.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Apr 88

NOTE- 18p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 6-8, 1988).

Comprehensive Dropout Prevention Plan.
Duval County Schools, Jacksonville, Fla.

PUB DATE- 87

NOTE- 128p.; For related document, see ED 277 792.

AVAILABLE FROM- Duval County Public Schools, 1701 Prudential Drive,
Jacksonville, FL 32207 (\$5.00).

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Basic Skills; *Career Education; *Dropout Prevention;
*Dropout Programs; *High Risk Students; High Schools; Junior High
Schools; Low Achievement; Nontraditional Education; Parent
Participation; School Business Relationship; School Community
Relationship; Staff Role

IDENTIFIERS- *Duval County Public Schools FL

This Dropout Prevention Plan was designed for the Duval County Public Schools in Jacksonville, Florida. It provides for the identification of potential dropouts and various interventions to help reduce the dropout rate. Students who have been unsuccessful in the regular educational programs are targeted. Other goals are to develop the skills of staff who are involved with these students and to promote school partnerships with business and community organizations. The components of the program are the following: (1) a vocational program to retrieve dropouts; (2) programs to involve parents and interested citizens; (3) programs to form partnerships with businesses; (4) community involvement; (5) auxiliary services, such as those provided by health agencies; (6) early identification of potential dropouts; and (7) development of employability skills and career awareness. Several special populations are specifically targeted by the dropout prevention coordinator and staff. They are the following: (1) pregnant and parenting students; (2) substance abusers; (3) disruptive students; (4) truants; and (5) students who lack motivation. Budgets for the program are included. (VM)

ED 292 895

UD 025 811

Minority Populations in Minnesota: A Health Status Report.
Minnesota State Dept. of Health, Minneapolis. Center for Health
Statistics.

PUB DATE- Apr 87

NOTE- 77p.

LANGUAGE- English

programs for children of migratory agricultural workers. The emphasis in these programs is on helping young children gain English language skills. A summer program allows most of this population to receive year round instruction. A Migrant Student Record Transfer System sends and receives educational and demographic information about the students in this program. Other special Chapter 1 programs are targeted for handicapped, neglected, and delinquent children. The booklet contains numerous photographs. Tables provide data on expenditures, participating students, teachers, and service organizations, and program descriptions and outcomes. (VM)

ED 292 909

UD 026 078

Eight Percent Job Training Partnership Act Evaluation Report.

Extended School Day Programs, Spring Start-Up Programs, Dropout Youth Projects, 1986-87.

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Support Programs.

PUB DATE- Nov 87

NOTE- 24p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- American Indians; Compensatory Education; Disabilities; *Dropout Programs; Dropouts; *Extended School Day; *High Risk Students; Migrant Education; Program Costs; Program Effectiveness; *Program Evaluation; Secondary Education

IDENTIFIERS- *Job Training Partnership Act 1982; *North Carolina

This document evaluates Eight Percent Job Training Partnership Act (JTPA) Programs operated in North Carolina's public schools during the 1986-87 school year. Data were received from local education agencies (LEAs) operating 13 Extended School Day Programs, 5 Spring Start-Up Extended School Day Programs, and 3 Dropout Youth Projects. Data on the 575 student participants in the JTPA Extended School Day Programs are given on composition by age, grade, gender, race, and handicapped status. Of the youth served by Extended Day Programs, 49 percent remained in school and attended regularly, and 51 percent left school for a variety of reasons. Of the grade 12 Program graduates, 53 percent went into private sector unsubsidized jobs, and 24 percent went to a community college. Although the objectives set for the JTPA Spring Start-Up Extended School Day Programs were not met in all schools, the schools are now better

in the 1980's and To Explore Innovative Methods To Improve the Current Poverty Situation in the United States, before the Committee on Labor and Human Resources. United States Senate, One Hundredth Congress, First Session.
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-100-433

PUB DATE- 7 Oct 87

NOTE- 78p.; Some pages contain small type.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Economic Change; *Economic Factors; *Family Status; *Fringe Benefits; Housing Deficiencies; Population Trends; *Poverty; *Public Policy; *Social Change; Welfare Recipients

This hearing before the Senate Committee on Labor and Human Resources focuses on poverty in the 1980s. The goal was to explore innovative methods to improve the nation's poverty situation. The historical background, including the War on Poverty of the 1960s, was discussed. Much of the testimony centered around Michael Harrington's book, "The Other America." In the 25 years since its publication, the poverty rate has remained high. Main points in the testimony were the following: (1) family structure changes are overemphasized as causes of poverty; (2) the economy and reductions in benefits are major causes of poverty; (3) jobs must be created in order to lower poverty rates; (4) the public must be educated to dispel them of the myth that welfare mothers and ghetto dwellers do not want to work; and (5) related problems such as affordable housing must be remedied along with the elimination of poverty. (VM)

ED 292 923

UD 026 093

Diversity in New York State. An Analysis of Socioeconomic Characteristics and Public School Finances in a Heterogeneous State.

New York State Education Dept., Albany. Educational Research Services Unit.

PUB DATE- Feb 88

NOTE- 41p.

LANGUAGE- English

map illustrating the concentration of the United States Hispanic population. (VM)

ED 292 937

UD 026 108

Comments on Educational Equity Plans of the Segments. A Staff Report on the Development of Plans by the State Department of Education, the California State University, and the University of California To Achieve the Educational Equity Goals of Assembly Concurrent Resolution 83 (1984). Commission Report 88-6.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Feb 88

NOTE- 16p.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Access to Education; Admission Criteria; Affirmative Action; College Admission; College Bound Students; *College Preparation; College Programs; College School Cooperation; *Disadvantaged Youth; Educational Opportunities; *Equal Education; Higher Education; Low Income Groups; Minority Groups; *Postsecondary Education; Program Development; Secondary Education

IDENTIFIERS- *California

In 1984 the California Legislature enacted Assembly Concurrent Resolution 83 (ACR 83), which established specific goals for enhancing the participation and success in postsecondary education of students from economic, racial, and ethnic backgrounds historically underrepresented in higher education. The Postsecondary Education Commission was mandated to review existing and planned programs to determine how they can best serve the goals of ACR 83. Responding to reports and recommendations from various segments of public education, the Commission addressed the following policy considerations: (1) the Department of Education's suggestions (offered in "Caught in the Middle--Educational Reform for Young Adolescents in California Public Schools" and "High School Curriculum and University Admissions Requirements: A Critical Linkage") that high schools set requirements that will prepare students for college, study the extent that students are currently prepared for college, review school counseling, advising, and diagnostic testing, review high school curriculum, and refine the data system on dropout characteristics; (2) the California State University's plans set forth in "Educational Equity in the

homes. An understanding of energy, its sources and ways to reduce its use or improve the efficiency with which people use it will become more important as some of the world's fossil fuel resources approach depletion in the years to come. The purpose of this book is to provide ideas for science projects related to energy. It is designed to help students learn the scientific method as well as proceed with research and set up projects. Chapters include: (1) "Science Projects and Fairs"; (2) "Energy, Work, Power and Efficiency"; (3) "Heat and Thermal Energy"; (4) "Electrical Energy"; (5) "Energy of Motion and Position"; (6) "Solar Energy"; and (7) "Saving Energy at Home and School." A list of selected readings is included. Appendices provide "R Values of Various Materials" and "Specific Heats of Some Common Substances." (CW)

ED 292 678

SE 049 057

Crawford, Douglas H.

The Mathematics Curriculum and the Use of Mathematical Knowledge and Skills in Canada in an Era of High Technology.

Queen's Univ., Kingston (Ontario). Faculty of Education.

SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).

PUB DATE- Jun 86

NOTE- 248p.

GRANT- 410-83-0588

LANGUAGE- English

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Computer Oriented Programs; *Curriculum Development; Curriculum Research; Educational Technology; Foreign Countries; Industry; *Mathematics Curriculum; Mathematics Education; Mathematics Instruction; Relevance (Education); Secondary Education; *Secondary School Mathematics; *Technology

IDENTIFIERS- *Canada; Mathematics Education Research

Mathematics curricula in Canadian schools, especially at the secondary level, have until now derived much of their content and ways of teaching largely from university mathematics and mathematicians. This feasibility study represents a first step in collecting and analyzing data from hi-tech industries, businesses and organizations. In Phase I, a tentative list of 12 areas which seemed to comprise high technology was developed. In Phase II, a pilot field-study was carried out. Continued progress toward designing an expanded study was made by further examination of the

addition to learning about the organization of the executive and judicial branches in unit 4, students study the manner in which the Bill of Rights was added to the U.S. Constitution. Unit 5 focuses on fundamental rights provided by the U.S. Constitution. Unit 6 explores the responsibilities of citizens. A reference section is included containing copies of the Declaration of Independence, the Constitution, and the Bill of Rights; a bibliography; and materials for a debate. (SM)

ED 292 693

SO 018 474

Wright, Andrew

How To Enjoy Paintings.

REPORT NO.- ISBN-0-521-27548-2

PUB DATE- 86

NOTE- 86p.

AVAILABLE FROM- Cambridge University Press, 32 East 57th Street, New York, NY 10022.

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- *Adult Learning; Art Activities; *Art Appreciation; Art Education; Fine Arts; Foreign Countries; *High Interest Low Vocabulary Books; Instructional Materials; *Painting (Visual Arts); Postsecondary Education; Visual Arts; Visual Literacy; *Young Adults

Developed for intermediate and low intermediate adult and young adult English language readers, this book describes selected aspects of art and paintings. Topics covered include how to: (1) understand art as part of the environment that can be seen and felt; (2) recognize illusions; (3) comprehend the language of paintings; (4) read a picture; and (5) judge a painting or picture. Activities are designed to stimulate thinking processes, comparisons, evaluations, and discussions, and readers are encouraged to use the materials to complete answers to questions and to solve puzzles. This book is illustrated with drawings, photographs, diagrams, and charts. Answers to questions and an index of included paintings are provided. (JHP)

Making; Preschool Education; *Program Improvement; Teacher Education

IDENTIFIERS- *Netherlands; *Support Services

Educational guidance services play a key role in implementing educational reform in the Netherlands. There are about 70 state-financed educational service centers that support individual schools by providing such aids as psychological assessments, theoretical and methodological advice, teacher training, guidance, development, and educational innovation. The centers also serve as media centers and information clearinghouses, act as liaisons between schools and the authorities, and provide orientation programs for initiating state-mandated education reforms. The services are confined to primary level schools for ages 4-12. The conclusions of this program review are that teamwork and cooperative development lead to implementation of the reforms and that the national centers effectively support guidance services. (NL)

ED 292 709

SO 018 680

Clubok, Arthur, Ed.

Instructional Models in Methods Courses. Occasional Paper No. 7.

Ohio Council for the Social Studies, Oxford.

PUB DATE- 86

NOTE- 33p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Higher Education; *Methods Courses; *Preservice Teacher Education; *Social Studies; Teacher Education; Teacher Education Curriculum

IDENTIFIERS- *Instructional Models

Instructional models are distinct sets of sequenced teaching actions created to promote student achievement of selected learning outcomes. They identify: (1) the type of information to be presented to students; (2) the sequence in which it should be presented; (3) the teaching tactics that stimulate necessary cognitive learning processes; and (4) the tasks students must perform successfully to apply what they have learned. The study of instructional models helps preservice teachers develop a cognitive framework for making teaching decisions. An instructional models approach rests upon two basic assumptions: (1) the classroom situations, content goals, and students differ so widely that no

*Elections; *Foreign Countries; *Governmental Structure;
International Relations; Korean Culture; Multicultural Education;
*Political Attitudes; Secondary Education; Self Determination;
Social Studies; World Affairs

IDENTIFIERS- *Constitutions; Japan; Philippines; South Korea

Designed for classroom teaching, this document contains articles on the new constitutions of Japan, South Korea, and the Philippine Islands which were modeled in part on the U.S. Constitution. These countries' experiences with constitutional government are examined, and whether or not the U.S. Constitution can be a suitable model for other countries with different cultures, histories, and political traditions is explored. After World War II ended, the United States had a series of decisions to make regarding a new Japanese government. General Douglas MacArthur asked the Japanese to write a new constitution and when it was not forthcoming, had a team of military officers on his staff trained in law and government prepare it. The result was the establishment of a successful democracy in Japan. South Korea has a constitutional government modeled on western democratic values but has not had peaceful and democratic elections since its adoption in 1948. Between 1972 and 1982 the Philippines was under martial law and only recently has adopted a new constitution. A proposed classroom activity follows each of the articles with suggestions for discussion, writing, group activities, and presentations. Articles and activities are designed to introduce students to U.S. relations with the three nations in a modern historical context. (NL)

ED 292 723

SO 018 887

The Major Project in the Field of Education in the Latin American and Caribbean Region. Bulletin #13.

United Nations Educational, Scientific, and Cultural Organization,
Santiago (Chile). Regional Office for Education in Latin America
and the Caribbean.

PUB DATE- Aug 87

NOTE- 99p.

AVAILABLE FROM- United Nations Educational, Scientific, and Cultural
Organization, Regional Office for Education in Latin America and
the Caribbean, Enrique Delpiano 2058 (Plaza P. de Valdivia),
Casilla 3187, Santiago de Chile.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

ED 292 738

SO 019 033

Hoffman, Alice M.

Sing A Song of Unsung Heroes and Heroines: Stories and Songs of
Pennsylvania Labor Pioneers.

Pennsylvania State Univ., University Park. Dept. of Labor Studies.

PUB DATE- 86

NOTE- 77p.; Photographs may not reproduce clearly.

AVAILABLE FROM- Department of Labor Studies, The Pennsylvania State
University, 901 Liberal Arts Tower, University Park, PA 16802
(\$5.00; accompanying cassette tape \$10.00; add 15% for shipping and
handling).

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Historical Materials (060) Guides/Methods/Techniques (For
Practitioners) - Classroom Use - Instructional Materials (For
Learners) (051) Guides/Methods/Techniques (For Practitioners) -
Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Economics; Elementary Secondary Education; Humanities;
Labor Conditions; *Laborers; Labor Legislation; Labor Relations;
Music Education; Social Studies; *Songs; State History; *United
States History

IDENTIFIERS- *Pennsylvania

This booklet presents a method of teaching the history of labor
unions in a creative and interesting manner. The labor pioneers
presented in this booklet have been chosen with the thought that
they would provide inspiration for young people who are studying
the 300 years or more of Pennsylvania history. These laborers, who
came from the ranks of the working people of Pennsylvania,
organized and planned to provide for more dignity and more
opportunity for working people. The format of each chapter is as
follows: (1) a song, which could have been sung by the individuals
featured in the chapter; (2) a story based on the life of the
featured hero or heroine and a brief historical background of the
period; and (3) discussion questions, activities, and sources. A
cassette tape entitled "Sing a Song..." has been produced for use
with this booklet. Labor pioneers featured include: (1) William
Heighton; (2) William Sylvis; (3) John Siney; (4) Terrence
Powderly; (5) Mary Hanaflin; (6) Mary Sterling; (7) Mother Jones;
(8) William B. Wilson; (9) Benjamin Harrison Fletcher; (10) James
Jones; (11) John Chorey; and (12) Mary Callahan. A glossary and
teacher's notes follow the last chapter. (SM)

ED 292 752

SP 029 398

Richardson-Koehler, Virginia; Fenstermacher, Gary D.
Graduate Programs of Teacher Education and the Professionalization of
Teaching Revised.

PUB DATE- 87

NOTE- 19p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Differentiated Staffs; Educational Change; *Graduate
Study; Higher Education; *Organizational Development; *Professional
Recognition; Program Length; *Teacher Education Programs; *Teaching
(Occupation)

IDENTIFIERS- *Holmes Group Report; *Nation Prepared (A)

Some recent education reform proposals call for two essential and interrelated structural changes: changes in the organization of teaching, and a change from undergraduate to graduate degree status for initial teacher preparation. This paper examines these arguments for professionalizing teaching, and raises doubts that the goals set forth in the reports would be realized by the forms of professionalization proposed. The particular forms of the professionalization of teaching proposed in the Carnegie Commission and Holmes Group reports are examined. Questions are raised on the effects these forms might have on schools and their students, and on the possibility of other ways to help teachers become experts without the potentially adverse effects of proposed structural changes in teaching. These questions are answered by examining the key characteristics of the Holmes Group and Carnegie proposals and the grounds upon which they are based. It is suggested that the particular forms of professionalization offered in these reports may neither be desirable nor necessary to the restructuring of teacher education programs. Alternatives that are more likely to succeed in achieving the larger goals in these reports are discussed. (JD)

ED 292 753

SP 029 788

Dearmin, Evalyn T.
University Teacher Education Councils.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Athletes; *Baseball; *Biomechanics; Comparative Analysis; Higher Education; *Psychomotor Skills; *Sex Differences; *Softball; Womens Athletics

Six female intercollegiate varsity softball players and six male intercollegiate varsity baseball players were filmed from overhead while batting a wiffle ball off a batting tee at hip height. Movements of the hips, trunk, upper body segments, and bat were analyzed. Group comparisons indicated that males had higher peak linear and, angular velocities for all body segments measured, except for hip angular velocity. Males reached peak segmental velocities in a sequence proceeding from proximal to distally adjacent segments. Females' peak segmental velocities did not follow this sequence. Bat kinematics followed similar patterns and magnitudes. The results of this investigation suggest that both body size and technique may account for the faster bat velocities of males. (Author/JD)

ED 292 769

SP 030 001

Introductory Principles of Nutrition: Course Outline and Instructor's Manual.

North Carolina State Dept. of Public Instruction, Raleigh.

PUB DATE- 87

NOTE- 136p.

AVAILABLE FROM- The Division of Child Nutrition, North Carolina Dept. of Public Instruction, Education Building, Annex I, 217 West Jones Street, Raleigh, NC 27603.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Dietetics; Eating Habits; Elementary Secondary Education; *Health Education; Inservice Teacher Education; *Nutrition Instruction; Videotape Recordings

This introductory level course for educators combines factual nutrition information with issues on controversies that surround the topics. It was developed to provide teachers and curriculum specialists with special training in nutrition and to strengthen their skills in teaching basic nutrition concepts to students. The course is designed to be presented with televised videotape recordings. Each chapter of the outline represents a video lesson and contains the following: (1) a foreword or introductory chapter;

combined instructions versus totally illustrated or totally written instructions. The degree of operational information in totally illustrated or totally written instructions also influenced planning and performance, but in different ways. Accuracy was less affected by the instructional variations than by other comprehensive measures because sufficient clues appeared in the core information of all instructional variations. (JD)

ED 292 785

SP 030 060

Roberts-Gray, Cynthia

Performance of the Texas Nutrition Education and Training (NET) Program. Final Evaluation Report: Fiscal Year 1987. October 1986 through September 1987.

Texas State Dept. of Human Services, Austin.

PUB DATE- Dec 87

NOTE- 155p.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Attitude Change; *Behavior Change; Day Care Centers; Instructional Materials; Lunch Programs; *Nutrition Instruction; Primary Education; *Program Development; Program Effectiveness; *Program Evaluation

IDENTIFIERS- Child Health

During 1987, five studies were conducted to evaluate the changes in child nutrition related knowledge, attitudes, and behavioral outcomes of participants in the Texas Nutrition Education and Training (NET) Program. Because the majority of statistically evaluated and criterion-referenced outcomes were positive, these studies helped demonstrate program effectiveness. Improving coordination with related programs and evaluating alternatives for amplifying effects on participant behavior emerged as strategic directions for program planning and development. Appended reports provide information on the program's background, purpose and procedures, results, and recommended avenues for improvement. The reports describe: (1) performance of NET workshops; (2) behavioral outcomes of advanced menu planning workshops; (3) profiles of NET library patrons; (4) use of nutrition education materials; and (5) participation in the NET program. (Author/JD)

for Students at Risk.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 6 Apr 88
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
GRANT- G008530153
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)
DESCRIPTORS- *Academic Ability; *Behavior Problems; Elementary Secondary Education; *High Risk Students; *Learning Disabilities; Problem Solving; Special Education; *Teamwork
IDENTIFIERS- Collegiality

This paper presents results of an investigation designed to examine the effectiveness of a structured problem-solving process entitled peer collaboration to assist general classroom teachers in developing and implementing alternative interventions focused on the needs of students with mild learning and behavior problems. Forty-eight teachers from southeastern Wisconsin and central Illinois, teaching in elementary through junior high classes, were in the intervention group. Forty-three elementary school teachers from the same regions were in the comparison group. Data indicate that teachers in the intervention group increased their tolerance for the range of cognitive abilities their idealized teachable pupils might exhibit as measured by the Teachable Pupil Survey (Kornblau, 1982). Using the peer collaboration process, teachers reconceptualized their understandings of classroom problems and were generally able to generate a wide variety of successful individual interventions to address identified learning and behavior problems. (Author)

ED 292 801

SP 030 115

Rud, Anthony G., Jr.
Developing Teacher Knowledge for Professional Renewal: A State Professional Development Perspective.
PUB DATE- Apr 88
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).
LANGUAGE- English

method-type and research paradigm that makes the different approaches incompatible. This paper argues that the connection is not so much logical as rhetorical. Quantitative methods express the assumptions of a positivist paradigm, which holds that behavior can be explained through objective facts. Design and instrumentation persuade by showing how bias and error are eliminated. Qualitative methods express the assumptions of a phenomenological paradigm, which presupposes that there are multiple realities that are socially defined. Rich description persuades by showing that the researcher was immersed in the setting and giving the reader enough detail to make sense of the situation. While rhetorically different, the results of the two methodologies can be complementary. An analysis of two studies into the relationship of leadership on the part of school principals to organizational outcome indicates that there is an aesthetic connection between method types and paradigms, and it suggests some salient differences distinguishing qualitative and quantitative studies. (Author/TJH)

ED 292 817

TM 011 193

Wiley, Patricia Davis; Boser, Judith A.

A Comparison of Reading Scores with Other Academic Measures among Students in Two Post-Baccalaureate Teacher Preparation Programs: A Research Study.

PUB DATE- 13 Nov 87

NOTE- 12p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; Elementary Secondary Education; Higher Education; Reading Tests; Scores; Teacher Certification;

*Teacher Education; Teacher Education Programs; Teacher Interns

IDENTIFIERS- *National Teacher Examinations; *Pre Professional Skills Tests

A study involving two groups of graduate teacher-education students was undertaken to compare the effectiveness of traditional post-baccalaureate teacher training with that of a funded, innovative, selective program for liberal arts graduates known as the Lyndhurst Program. The performance of these two groups of

bias and enhancing the observer's credibility as an evaluator. Issues of objectivity and intersubjectivity are central to any analysis of the enterprise of evaluation. Other issues of concern include assumptions underlying the empirical-analytic paradigm, behavioral measures, differences distinguishing program evaluation and program development, experimental and psychometric traditions, and illuminative evaluation. (TJH)

ED 292 832

TM 011 210

Holland, Paul W.

The Dutch Identity: A New Tool for the Study of Item Response Theory Models. Program Statistics Research. Technical Report No. 87-78. Research Report No. 87-27.

Educational Testing Service, Princeton, NJ. Program Statistics Research Project.

PUB DATE- Jun 87

NOTE- 27p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Factor Analysis; *Latent Trait Theory; Models

IDENTIFIERS- *Dutch Identity (Testing); Latent Class Models; Linear Models; Log Linear Models

The Dutch Identity is a useful way to reexpress the basic equations of item response theory (IRT) that relate the manifest probabilities to the item response functions (IRFs) and the latent trait distribution. The identity may be exploited in several ways. For example: (1) to show how IRT models behave for large numbers of items--they are submodels of second-order, log-linear models for 2(sup J) tables; (2) to suggest new ways to assess the dimensionality of IRT models--factor analysis of matrices composed of second-order interactions from log-linear models; (3) to give insight into the structure of latent class models; and (4) to illuminate the problem of identifying the IRFs and the latent trait distribution from sample data. (Author)

ED 292 833

TM 011 211

analyzed, with sample sizes ranging from 15,859 to 38,899. While the concordance between the two methods for both White and Black students was very high (95 percent or better), the two classifications gave very disparate results for the other four racial/ethnic groups. For example, observers undercounted self-identified Hispanic 17-year-olds by 25 percent to 48 percent. Language background was significantly more consistent with self-identification than with observer reports for 17-year-old Hispanic students, which showed that self-reports were more valid than observed ethnicity in this age group. However, the results for ages 9 and 13 years were less clear-cut. The implications of the findings for continuity of NAEP data sets and the validity of reported group achievement data for Hispanics are discussed. (Author)

ED 292 849

TM 011 229

Schmitt, Alicia P.; Bleistein, Carole A.
Factors Affecting Differential Item Functioning for Black Examinees on Scholastic Aptitude Test Analogy Items. Research Report No. 87-23.

Educational Testing Service, Princeton, N.J.

PUB DATE- Jun 87

NOTE- 56p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Black Students; *College Entrance Examinations; Difficulty Level; Factor Analysis; Higher Education; High Schools; *Item Analysis; Standardized Tests; *Test Bias; White Students
IDENTIFIERS- Analogies; *Differential Item Performance; *Scholastic Aptitude Test

The purpose of this investigation was to identify item factors that may contribute to differential item functioning (DIF) for black examinees on Scholastic Aptitude Test (SAT) analogy items. Initially, items were classified according to several possible explanatory factors. Preliminary analyses identified several factors that seemed to affect DIF for blacks. Secondly, these factors were further investigated by classifying and analyzing analogy items from two additional SAT forms. Results indicate that black students need more time to complete the SAT verbal sections than do their white counterparts with comparable overall SAT verbal scores. Once DIF statistics were corrected for speededness, a smaller number of analogy items were identified as differentially

Peterson, Norman G., Ed.

Development and Field Test of the Trial Battery for Project A.
Improving the Selection, Classification and Utilization of Army
Enlisted Personnel. Project A: Improving the Selection,
Classification and Utilization of Army Enlisted Personnel. ARI
Technical Report 739.

Human Resources Research Organization, Alexandria, Va.

SPONS. AGENCY- Army Research Inst. for the Behavioral and Social
Sciences, Alexandria, Va.

PUB DATE- May 87

NOTE- 413p.

CONTRACT- MDA-903-82-C-0531

AVAILABLE FROM- U.S. Army Research Institute for the Behavioral and
Social Sciences, ATTN: PERI-POT, 5001 Eisenhower Avenue,
Alexandria, VA 22333-5600.

LANGUAGE- English

EDRS Price - MF01/PC17 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Biographical Inventories; Classification; Cognitive
Measurement; Computer Assisted Testing; *Enlisted Personnel; *Field
Tests; Interest Inventories; Job Performance; Military Personnel;
Occupational Tests; Perception Tests; Personality Measures;
Personnel Evaluation; *Personnel Selection; Predictive Measurement;
Psychomotor Skills; *Test Construction

IDENTIFIERS- *Armed Services Vocational Aptitude Battery; Paper and
Pencil Tests

As part of the United States Army's Project A, research has been
conducted to develop and field test a battery of experimental tests
to complement the Armed Services Vocational Aptitude Battery in
predicting soldiers' job performance. Project A is the United
States Army's large-scale manpower effort to improve selection,
classification, and utilization of enlisted personnel. Findings
from an extensive literature review and associated expert judgments
and administration of a preliminary battery of "off-the-shelf"
measures guided the development of new tests. Three major types of
tests were prepared, namely, paper-and-pencil tests of cognitive
ability; computer-administered tests of perceptual and psychomotor
abilities; and paper-and-pencil inventories measuring temperament,
biographical data, and vocational interests. After iterative pilot
tests and revisions, the measures were field tested. Analysis
indicted that the new tests had adequate to excellent psychometric
qualities, were relatively unique, and were not unduly affected by
practice or by faking in an applicant setting. The resulting trial
battery contains six cognitive tests; 10 computer-administered

CONTRACT- OERI-R-86-0017

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Achievement; Achievement Rating; *College Curriculum; Comparative Analysis; *Curriculum Research; Higher Education; Physics; Research Methodology; Textbook Content; *Textbook Evaluation; Undergraduate Study

The method presented is a means of determining the communality of the content of two or more texts in the same knowledge domain. The discipline studied was physics. Undergraduate curricula at 59 colleges were studied to determine consensus among the textbooks with respect to general program requirements and specific course offerings. Chapter subheadings were used as a suitable unit for content analysis and comparisons. An index of correspondence was derived, based on the subheadings. This method is a useful technique for indexing consensus in a subject matter domain and is especially useful in disciplines where textbooks are the primary vehicle for learning. Implications for measuring achievement in physics are discussed. (SLD)

ED 292 880

TM 011 331

Terwilliger, James S.

Classroom Standard Setting and Grading Practices.

PUB DATE- Apr 88

NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Academic Achievement; Academic Standards; *Classroom Techniques; *Criterion Referenced Tests; *Grading; Higher Education; *Norm Referenced Tests; *Pass Fail Grading; Postsecondary Education; Secondary Education; Test Interpretation; Test Norms

IDENTIFIERS- *Standard Setting

The assignment of grades to students is discussed, and a grading process is recommended. The process begins with the separation of minimal and developmental objectives. Minimal objectives represent

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports -

Research/Technical (143)

DESCRIPTORS- *American Indians; *Blacks; Data Collection; Demography; Disease Incidence; *Health Conditions; Health Needs; Infant Mortality; Minority Groups; Physical Health; *Public Health IDENTIFIERS- Bureau of the Census; *Health Promotion; *Minnesota

The social, economic, and health status advances experienced by Minnesota's White population have eluded significant numbers of the State's Black and Indian populations. This report contains statistical data and analyses of the health status of minorities in Minnesota. The information is meant to contribute to an intensified effort to improve the health status of the State's minority peoples. Data are included on the following: (1) demographic characteristics of minority populations in Minnesota; (2) pregnancy and childbirth; (3) infant mortality; and (4) mortality. Recommendations are made for improving health, preventing health problems during the first year of life, and creating intervention programs. Appendices include information on population by race, infant birth and death statistics, formulae for constructing infant mortality rates, and data pertaining to the Hispanic population. Findings are illustrated in 34 tables and 22 figures. (PS)

ED 292 896

UD 025 825

Major U.S. Foundations' and Corporations' Responsiveness to Puerto Rican Needs and Concerns.

National Puerto Rican Coalition, Inc., Alexandria, VA.

REPORT NO.- NPRC-87-1

PUB DATE- Apr 87

NOTE- 46p.

AVAILABLE FROM- National Puerto Rican Coalition, Inc., 1700 K Street, N.W., Suite 500, Washington, DC 20006 (\$7.50).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Reports -

Research/Technical (143)

DESCRIPTORS- *Corporate Support; Foundation Programs; *Grants; Hispanic Americans; Nonprofit Organizations; Philanthropic Foundations; *Private Financial Support; *Puerto Ricans; Welfare Services

IDENTIFIERS- Puerto Rico; United States

This report assesses the responsiveness of major private

prepared to begin program operation during the 1987-88 school year. The JTPA Dropout Youth Projects attempted to recruit Indian and migrant youth dropouts into secondary schools and to provide them with opportunities to complete school and to obtain pre-employment skills training. A total of 238 contacts were made and 39 dropouts were recruited and enrolled. Staff ratings of the Projects, information on the Project's budget and participants, and recommendations are included. Data are presented on 13 tables and figures. An appendix presents the results of the Extended School Day Programs Survey. (BJV)

ED 292 910

UD 026 079

Refugee Program. Status of Early Employment Demonstration Projects. Report to the Chairmen, Committee on the Judiciary, U.S. Senate and Committee on the Judiciary, House of Representatives.
General Accounting Office, Washington, DC. Div. of National Security and International Affairs.

REPORT NO.- GAO/NSIAD-88-91

PUB DATE- Feb 88

NOTE- 57p.

AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies free; 6-over \$2.00 each).

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Demonstration Programs; *Employment Services; *Federal Programs; Health Services; Program Development; Program Effectiveness; *Refugees; Voluntary Agencies; Welfare Recipients; *Welfare Services

IDENTIFIERS- Aid to Families with Dependent Children; Self Sufficiency; Social Policy

This report reviews the progress of demonstration projects that reduce refugee welfare dependency, promote earlier refugee employment and self-sufficiency, and foster coordination among public and private agencies that work with refugees. The projects used the following three methods: (1) removing welfare provisions that took away some cash assistance upon employment; (2) expanding the voluntary agency role in providing refugee case management services and cash assistance previously managed by the State Welfare Department; and (3) providing a full range of refugee services through individual voluntary agencies instead of providing

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports -
Research/Technical (143)
DESCRIPTORS- Cultural Differences; Demography; *Educational Finance;
Elementary Secondary Education; *Expenditure per Student; Minority
Groups; Population Trends; *School Districts; *Social Indicators;
*Socioeconomic Status; State Aid; State School District
Relationship; Urban Areas
IDENTIFIERS- *New York

This report was designed to assist the New York Board of Regents in analyzing financial and socioeconomic data of the school districts in the State of New York. It is concerned with those data which will aid in the formulation of educational policies in support of economic development. Data are presented comparing three types of districts. They are the following: (1) metropolitan suburbs of New York City, which have a broad tax base, spend more, and have fewer socioeconomic problems than other types; (2) the five largest cities of the state, which have the highest prevalence of social problems and spend slightly above the state average; and (3) the rest of the state, which has the lowest tax base and an intermediate number of socioeconomic indicators. These groups are compared to each other and to other states and cities. The following patterns of diversity are presented for these groups and other regions: (1) population and size; (2) average expenditures; (3) wealth and tax effort; (4) educational needs; (5) income measures; (6) population characteristics; and (7) teacher salaries. Statistical data are included in seven tables. (VM)

ED 292 924

UD 026 094

Cote, William E., Ed.
Black Child in Crisis. Final Report of the Public Forums and Symposia
May-October, 1986.
Michigan Interagency Committee on the Black Child, Lansing.
PUB DATE- Oct 87
NOTE- 86p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports -
Evaluative/Feasibility (142)
DESCRIPTORS- *Black Education; *Black Employment; *Black Family;
*Black Youth; *Crisis Intervention; Dropouts; Educational
Attainment; Poverty; Social Change; *Social Problems; Urban

California State University--Which Way the Future?"; and (3) the University of California's plans set forth in "Expanding Educational Equity in California's Schools and Colleges." Assembly Bill 101 is summarized, and recommendations concerning future reports pursuant to ACR 83 are offered. A description of the California Postsecondary Commission is provided. Lists of references and other reports in this series are included. (BJV)

ED 292 938

UD 026 113

Buckner, Edward M.

Evaluation of the High School Magnet Programs 1986-87. Report No. 5, Vol. 22.

Atlanta Public Schools, GA. Div. of Curriculum and Research Services.

PUB DATE- Mar 88

NOTE- 49p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Educational Improvement; *Elective Courses; *Enrichment;

*High Schools; High School Students; Instructor Coordinators;

*Magnet Schools; Principals; Program Descriptions; *Program

Development; Program Effectiveness; Program Evaluation;

Questionnaires; School Choice; *Staff Development; Student

Attitudes; Teacher Administrator Relationship; Teacher Attitudes

IDENTIFIERS- *Atlanta Public Schools GA

The Atlanta Public Schools (APS) system has magnet programs integrated into the instructional programs of 14 of its high schools. Each program has an instructional coordinator who reports to the principal of the school. Because the APS student body is overwhelmingly black, the programs do not have as a major goal increased racial or ethnic integration. Rather, they aim to provide a richer variety of educational choices for APS students, allowing them to broaden and deepen their education in a specific area while still meeting all standard curriculum requirements and educational goals. In order to determine the efficacy of the programs, questionnaires were sent to the program coordinators and to magnet and non-magnet students. The following conclusions were drawn: (1) most of the respondents agreed that the programs are meeting the educational needs of the students; (2) better information about the programs needs to be made available, especially to eighth grade students; (3) there needs to be a more systematic and reasonable process for recruiting students for the magnet programs; (4) the

meaning of high technology in practice. It was decided that the term "hi-tech" should mean the creation and use of advanced technology in all major areas of the economy, including research, manufacturing, consulting, service and government sectors. Finally, the relationship and interactions between computer science and mathematics were studied and analyzed to ensure that the instruments used in an expanded study would reflect this significant dimension. The bulk of the document consists of the following appendices which follow seven pages of references: (1) Materials Used in Visits and Discussions; (2) The Design of the Study; (3) A Taxonomy of Activities, Processes, and Skills in Mathematics; (4) Towards an Operational Definition of "Hi-Tech" for Research Purposes; and (5) Computer Science, Mathematics and the School Curriculum. (PK)

ED 292 679

SE 049 058

Equity in Science. A Training Module.

Alaska State Dept. of Education, Juneau. Office of Curriculum Services.; Anchorage School District, AK.

PUB DATE- Oct 87

NOTE- 95p.; Part of the Equity in Education: The Alaska Project series. Some drawings may not reproduce well.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Educational Attitudes; *Educational Discrimination;

*Elementary School Science; Elementary Secondary Education;

*Inservice Teacher Education; Science Education; Scientific

Attitudes; Secondary School Science; *Sex Bias; *Sex Stereotypes;

Social Bias; Teacher Education; *Training Methods

Sex equity is an issue which many feel that teachers should be aware of in each area of the curriculum. The intent of this training module is to bring the issues of sex equity in the classroom to the conscious level of each teacher of science. The purposes of the module are to: (1) provide educators with increasing awareness of sexual bias in teaching science and to offer techniques/activities addressing these biases; (2) provide tools to promote the participation of women in science; (3) offer materials and strategies for educators designed to increase

ED 292 694

SO 018 517

Ediger, Marlow

Computer Use and the Social Studies.

PUB DATE- 87

NOTE- 23p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- *Computer Assisted Instruction; *Computer Managed Instruction; *Computer Uses in Education; Educational Technology; Elementary Secondary Education; Programed Instruction; *Social Studies; Teaching Machines

IDENTIFIERS- Software Selection

Computers frequently are not utilized adequately or optimally in classrooms. However, selected principles of learning are applicable to computer and software usage. They include: (1) meaningful and achievable exercises; (2) sequential learning; and (3) purposeful content. Learner interest, motivation, and balance among objectives are significant considerations in computer instruction. The types of software selected for student use should reflect definite social studies goals, and diverse kinds of software programs, based on established objectives, need to be utilized in ongoing lessons and units. Those programs include: (1) drill and practice; (2) tutorials; (3) diagnosis and remediation; (4) simulations; and (5) games. Different types of educational philosophies, such as experimentalism, idealism, realism, and existentialism, may be used in computerized classroom settings. Computers can be successfully used with both a behavioristic approach, stressing a logical, sequenced curriculum, or a humanistic approach, emphasizing student-teacher planning and an open curriculum. (JHP)

ED 292 695

SO 018 532

Adam, Hilary; Martinez, Chris

Summary of the Critical Issues in Religious Education in the Public Schools.

PUB DATE- 87

NOTE- 13p.

LANGUAGE- English

single teaching method will ever be universally effective; and (2) a wide range of instructional options exist, and teachers can adopt and adapt these models to their unique situations. The two families of models most appropriate to social studies teachers are the information processing models and the social interaction models. A models approach in a methods course is a powerful means to help preservice teachers become effective social studies teachers. It provides a cognitive framework for understanding instruction and a basis for responding appropriately to different curriculum goals. A models approach ensures that preservice teachers have the knowledge and technical skills needed to make a significant contribution to the education of citizens. (SM)

ED 292 710

SO 018 681

Marker, Gerald W.

Science, Technology, and the Constitution: A Never Ending Tension.

PUB DATE- Nov 87

NOTE- 23p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (67th, Dallas, TX, November, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Civil Liberties; Confidential Records; *Constitutional History; Discussion (Teaching Technique); Ethics; *Freedom of Information; Futures (of Society); *Information Technology; Instructional Innovation; Laws; Learning Strategies; *Questioning Techniques; *Sciences; Secondary Education; Social Studies; *Technology

IDENTIFIERS- *United States Constitution

The uses of modern technology present a challenge to constitutional rights. Computer technology is viewed as a serious threat to privacy, electronic bugging devices are available to everyone, and the United States government is the largest user of electronic surveillance. The fact that databases are pervasive is evidenced by the realization that the U.S. government has three billion personal computer files that are sources of potential exploitation. Is it possible for the 200-year-old U.S. Constitution to adapt to the new technology? Can courts and laws change rapidly enough to protect citizens from what is now technologically possible? A social studies lesson plan presents three issues for classroom use: (1)

DESCRIPTORS- Disadvantaged Schools; Disadvantaged Youth; Early Childhood Education; *Educational Development; *Educationally Disadvantaged; *Educational Planning; Educational Sociology; Evaluation Criteria; Foreign Countries; Multicultural Education; *Program Effectiveness; *Special Education
IDENTIFIERS- *Caribbean; *Latin America

This document addresses several of the problems of educational planning in Latin America. Emilia Ferreiro, in "Alternatives to Understanding Illiteracy in the Region," suggests that illiteracy in this region is preventing the attainment of democracy. As social inequality increases, so does the percentage of illiterate adults. Revolutionary social change has been effective in bringing literacy to some developing countries where literacy is related to the demand for political participation. The problems of education are compounded by poverty, bilingualism, malnutrition, and an inefficient, ineffective educational system. In "Early or Nursery Education," M. Victoria Peralta Espinoza offers a range of teaching strategies and suggests that the realization that nursery school education is a complex activity permits a more effective response to needs. Comparative models of types of nursery curricula are included, along with a questionnaire of an evaluation project. Johanna Philp discusses evaluation in "Evaluation of Educational Projects in Latin America," using as a case study the "Fe y Alegria" ("Faith and Happiness") Integral Popular Education Movement. E. M. Houston in "Learning Problems in Children 6-15 Years," found that special education services in the region are limited. Background information about mildly handicapped children and guidelines for screening and managing these children are offered, along with an evaluation of a school project, entitled "The Case of Fe and Alegria" (The Case of Faith and Happiness). (NL)

ED 292 724

SO 018 895

Weiner, Gaby

Equal Opportunities for Girls: The Role of the Primary School. Report of the European Teachers' Seminar (36th, Donaueschingen, Federal Republic of Germany, June 22-27, 1987).

Council for Cultural Cooperation, Strasbourg (France).

REPORT NO. - DEC/EGT-87-37-E

PUB DATE- 29 Sep 87

NOTE- 60p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

ED 292 739

SO 019 038

Crews, Kimberly A.

Demographic Illiteracy.

Population Reference Bureau, Inc., Washington, D.C.

PUB DATE- Feb 88

NOTE- 6p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Journal Articles (080) Reports - Descriptive

(Program/Project Descriptions) (141)

DESCRIPTORS- *Demography; Elementary Secondary Education;

*Illiteracy; Population Education; *Population Growth; Social Science Research; Social Studies; Test Interpretation; Test Items; Test Results

IDENTIFIERS- *Population Information; Second International Science Study

Knowledge of the nature of human population growth is necessary to understand the world as well as to manage population-related problems in health, education, and environmental protection. The Second International Science Study asked U.S. students to select the graph that best portrayed the nature of population increases in the past 1,000 years. The results showed that the majority of students tested did not know the history of world population growth and failed to understand its fundamental concepts. The tests were administered to over 20,000 students in more than 1,000 schools during the spring of 1983. The percentage of students who answered the question correctly were: (1) 12th graders studying physics; (44 percent); (2) 12th graders studying advanced biology; (25 percent); (3) 12th graders studying no science; (24 percent); (4) 10th graders studying biology; (18 percent); (5) 9th graders; (16 percent); (6) 5th graders; (10 percent). Selecting the correct answer indicated that students knew that human population grew very slowly until the 18th century and grew more rapidly thereafter. It also indicated students may have had the knowledge that populations increased geometrically as indicated by the "J" shape of the curve on the graph. The answer that students chose most often indicated that students did not know the historical trend of world population and that they believed populations increased arithmetically as indicated by the diagonal line on the graph. When U.S. students complete elementary and secondary school, they should have some understanding of the nature of population growth. The document also includes resources for materials on population information. (SM)

SPONS. AGENCY- John Howard Association, Chicago, Ill.

PUB DATE- 27 May 82

NOTE- 48p.; Report to the Executive Committee and Faculty, College of Education, University of Nevada, Las Vegas. Appendix D contains small print.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College Governing Councils; *Faculty College Relationship; Governance; Higher Education; *Participative Decision Making; *Policy Formation; *Schools of Education

This study presents the results of a survey of teacher education councils in National Council for Accreditation of Teacher Education (NCATE) approved teacher preparation colleges in 48 states and the District of Columbia. The survey was conducted through a questionnaire structured to determine how teacher education councils are organized, how they function, and how effective they are perceived to be. Responses from 118 institutions provided a profile of each council's size and membership, leadership, and reporting patterns, whether or not council votes were advisory or binding, and the council's general functions. Alternatives to teacher education councils are briefly discussed. Four complete descriptions of different kinds of councils or approaches to university governance are appended, offering examples of: (1) a systems approach that is not a council; (2) use of by-laws governing a well-defined council; (3) a program unit established by legislative mandate; and (4) a curriculum sub-committee structure. (JD)

ED 292 754

SP 029 867

Oja, Sharon Nodie; And Others

Mentoring: Challenges and Opportunities for Collaborative Supervision in the University of New Hampshire Five-Year Teacher Education Program.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Feb 88

NOTE- 20p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (San Diego, CA, February 13-17, 1988).

CONTRACT- 400-85-1056

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

(2) student objectives; (3) identification of text assignments; (4) a lesson outline; and (5) course outline assignments. Recommendations are offered for completing each lesson. The unit includes an instructor's manual. (JD)

ED 292 770

SP 030 014

Bibliography of Research Related to Secondary Education. Spring, 1988.

National Center on Effective Secondary Schools, Madison, WI.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 88

NOTE- 49p.; For 1987 edition, see ED 287 843.

GRANT- G-008690007

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Academic Achievement; *Change Strategies; Educational Environment; Inservice Teacher Education; Management Development; Research Projects; *School Effectiveness; School Organization; *Secondary School Curriculum

This bibliography provides a recommended list of research and theoretical literature in the field of secondary education. It organizes the literature into three main categories: (1) references of general interest; (2) reform strategies designed to promote academic achievement; and (3) literature relevant to the specific research projects conducted at the National Center on Effective Secondary Schools. Citations have been selected upon consultation with researchers at the Secondary Center and other universities and educational research institutions. The bibliography is published twice yearly, in the spring and fall, and is subject to continual review and revision. (Author/JD)

ED 292 771

SP 030 017

ED 292 786

SP 030 061

Strouse, Joan

Education Divided by AIDS Equals?

PUB DATE- 9 Apr 88

NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). Title, as presented by author, employs arithmetical symbols for "divided" and for "equals."

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Board of Education Policy; Community Attitudes; Elementary Secondary Education; *Health Education; *Negative Attitudes; Policy Formation; Regional Attitudes; *Rural Areas

A questionnaire was sent to all 256 public school districts in the State of Oregon, requesting information on policies towards students or personnel with Acquired Immune Deficiency Syndrome (AIDS). The survey was designed to see if districts had either a written or unwritten policy specifically designed to deal with AIDS. Responses indicated that the majority of school districts had no plan worked out with which to deal with AIDS should it occur in their area. This was uniquely true in the case of rural areas. Written policies, when they existed, followed guidelines for the more common communicable diseases. An overwhelming number of districts chose to adopt a "wait and see" attitude, leaving policy-making to wait upon the occurrence of such an emergency. It is emphasized in this report that AIDS is an international epidemic and that education is necessary both to ensure humane and prudent management of existing cases, and to help today's youth learn to avoid contracting the disease. (JD)

ED 292 787

SP 030 062

Gunstone, Richard F.; Northfield, Jeff R.

Inservice Education: Some Constructivist Perspectives and Examples.

PUB DATE- Apr 88

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Education; *Continuing Education Centers; Epistemology; *Humanistic Education; *Inservice Teacher Education; *Intellectual Development; Liberal Arts; *Summer Programs

IDENTIFIERS- *Center for the Advancement of Teaching NC; Collegiality

The purpose of the North Carolina Center for the Advancement of Teaching is to recognize and enhance teaching as an art and as a profession, by providing career school teachers with opportunities to study advanced topics in the sciences, arts, and humanities, to engage in informed discourse, and otherwise to pursue scholarly interest. The Center serves teachers from every grade and subject, and from every area of the state through interdisciplinary seminars. The long-range objectives of the Center are to reward excellence in teaching, provide an opportunity for intellectual renewal, and retain outstanding teachers. The program at the Center concentrates on the personal and intellectual renewal of teachers through seminars, support of teacher-initiated research and artistic production, and the development of a statewide colleague network. Descriptions are given of several seminars, illustrating how the Center's objectives of encouraging the intellectual growth of the participants are being met and extended. (JD)

ED 292 802

SP 030 117

Sunal, Dennis W.

Cognitive Modification as Intervention for Increasing Basic Skills in Classroom Planning and Teaching.

PUB DATE- Apr 88

NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)

DESCRIPTORS- *Abstract Reasoning; *Cognitive Processes; Critical Thinking; Decision Making; *Formal Operations; Higher Education; *Logical Thinking; Preservice Teacher Education; *Schemata (Cognition); *Teacher Effectiveness

IDENTIFIERS- *Thinking Skills

One formal operational schema, hypothetical-deductive reasoning, i

subjects on the Pre-Professional Skills Test (PPST) and the National Teachers Examination (NTE) was compared. The program was implemented at the University of Tennessee at Knoxville and Memphis State University. Upon being selected for the Lyndhurst Program, fellows participate in an intensive summer academic program followed by a year-long internship in a public school. Additional course work and seminars taken during the year complete the program. A teacher in the intern's school and a faculty member from the college of education and a faculty member from the student's major content area act as mentors. In addition to the 18 Lyndhurst fellows, the 1986-87 study included 21 students from a more traditional program. Data were obtained from the subjects via the reading subtest of the PPST, the communication skills subtest of the NTE, grade point averages, and undergraduate major/certification information. Data analyzed via Mann-Whitney tests, stepwise multiple regression analyses, and Spearman correlation coefficients indicated few significant differences across groups. (TJH)

ED 292 818

TM 011 194

Roth, Rodney

The Differences between Teachers and Teacher Educators When Judging the NTE Professional Knowledge Test To Determine a Cut-Score.

PUB DATE- Nov 87

NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Cutting Scores; Elementary Secondary Education; Higher Education; Item Analysis; Standardized Tests; Teacher Attitudes; *Teacher Certification; Teacher Education Curriculum; Teacher Educators; *Test Validity

IDENTIFIERS- *National Teacher Examinations

A study involving 29 teachers and 21 teacher educators was conducted to determine whether differences occur between the two groups on a cut-score study of the National Teacher Examination (NTE) Professional Knowledge Test. The 50 professionals were the judges for a validation and cut-score study prior to implementing use of the NTE for initial certification in Arkansas. The teachers

Hackett, Rachelle Kisst; And Others

Test Construction Manipulating Score Differences between Black and White Examinees: Properties of the Resulting Tests. Research Report No. 87-30.

Educational Testing Service, Princeton, NJ. Program Statistics Research Project.

PUB DATE- Jul 87

NOTE- 70p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Black Students; *Difficulty Level; *Item Analysis; Racial Bias; *Racial Discrimination; *Test Bias; Test Construction; Test Items; Test Reliability; White Students

This study was designed to investigate the empirical consequences of building tests for which the size of the difference in average scores between Black and White examinees is made to be as large and as small as possible within certain constraints. Test forms for two item types were developed that maximized or minimized the differences in average scores between Black and White examinees. The test forms were then administered to a random sample of examinees along with conventionally constructed control forms. The results suggest that impact manipulation is possible while maintaining content specifications and average difficulty level. However, the distribution of item difficulties was altered as were the reliability of the experimental sections and the relationships of these sections to other parts of the test. (Author/TJH)

ED 292 834

TM 011 212

van den Bergh, Huub

Large Scale Oracy Assessment in the Netherlands.

PUB DATE- 87

NOTE- 14p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Classroom Research; Feasibility Studies; Grade 6; Intermediate Grades; *Measurement Techniques; *Speech Communication; Speech Skills

more difficult. Some of the factors appear to be interdependent; these factors include item position within each analogy set, difficulty, subject content, and level of abstractness. The effects of homographs and semantic relationship types are also confounded with the previous factors. Generalizations to be drawn from these results are limited since analyses are based on regular administration items, which tend to have several factors operating in a single item and which contain infrequent occurrence of some factors. (TJH)

ED 292 850

TM 011 230

Follow-Up Study of 1986 Graduates. Evaluation Report.
Saginaw Public Schools, Mich. Dept. of Evaluation Services.

PUB DATE- May 87

NOTE- 86p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Tests,
Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Career Planning; College Students; *Curriculum
Evaluation; Daily Living Skills; Educational Attainment; Employment
Level; Evaluation Methods; *Followup Studies; *High School
Graduates; High Schools; Questionnaires

IDENTIFIERS- *Saginaw City School System MI

A study was conducted to determine the status of the 706 students who graduated from Saginaw and Arthur Hill High Schools in Saginaw, Michigan, in June of 1986. A 13-item questionnaire was mailed to each student on November 21, 1986. Three additional contacts were attempted in an effort to reach nonresponding graduates. A total of 455 graduates returned usable responses. The questionnaire directed respondents to identify their educational and/or employment status, specify the perceived problems they encountered in the work force or in post-high school educational settings, and evaluate their high school experiences. The subjects' responses indicate that: (1) about 42 percent were enrolled in some type of full-time education; (2) 10.8 percent were unemployed; (3) employed graduates usually worked in unskilled positions; (4) business, engineering/architecture, and medicine/health services were the most frequently chosen higher education paths; and (5) 72.9 percent felt that they were following their educational plans. Other areas of interest include graduates' career plans, perceived helpfulness of specific high school courses and experiences, and perceived

perceptual and psychomotor tests; and two inventories measuring temperament, biographical factors, and interests. The battery is being used in the next Project A phase, which involves concurrent validation to evaluate predictor measures against subsequent job performance. (TJH)

ED 292 865

TM 011 271

Bronstein, Phyllis; And Others

A Measure of Child and Adolescent Self-Concept and Psychological Adjustment.

PUB DATE- 86

NOTE- 18p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adjustment (to Environment); Adolescents; Children; Peer Relationship; *Personality Measures; Psychological Characteristics; Psychological Evaluation; *Psychological Testing; *Self Concept Measures; Self Esteem; Self Evaluation (Individuals)

This paper presents a new multi-scale instrument--the Bronstein-Cruz Child/Adolescent Self-Concept and Adjustment Scale, which measures self-concept and psychological adjustment for children and adolescents, aged 10-18 years. It consists of five subscales: Self-Evaluation, Social and Peer Relations, Family Relations, Sense of Mastery, and Emotional Well-Being/Distress, plus a total scale score as an indicator of overall positive self-concept and functioning. The instrument has been administered to approximately 1,000 children in grades 5-12, and norms are currently being established. Whole scale reliability (alpha) ranged from 0.93 to 0.95, and subscale reliabilities ranged from 0.69 to 0.90, with a mean of 0.84; these are higher than any published reliability coefficients for similar measures. In addition, other measures administered concurrently in an in-depth study of 43 fifth graders indicate good convergent and criterion validity for the instrument. Comparisons between this scale and other measures are summarized in chart form. (Author/SLD)

course outcomes that all students are expected to achieve; developmental objectives are more complex goals toward which students strive, but which few fully achieve. Student achievement can first be measured with respect to minimal objectives only, with a passing standard established. Criterion-referenced tests are well-suited for this purpose. Norm-referenced grading of separate instruments is to be used for developmental objectives. The proposed system is probably best suited to secondary school and undergraduate college classrooms where there is a need to use five or more grade categories. (SLD)

ED 292 881

TM 011 334

Klein, Gerald A.

Evaluation of Innovation Projects: A State Level Strategy for Educational Improvement.

PUB DATE- 5 Apr 88

NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Educational Improvement; *Educational Innovation; Educational Legislation; Elementary Secondary Education; *Program Development; Program Evaluation; State Aid; *State Legislation; State Programs; Statewide Planning

IDENTIFIERS- *Quality Basic Education Act (Georgia)

Innovative programs for the improvement of education in Georgia funded by the Quality Basic Education Act of 1985 are described. Developmental projects address priorities selected by the state board; must meet state validation criteria and have the potential for adoption throughout the state; and must be cost effective, with local fair share match funds required. Training center/dissemination projects are state projects that have been validated and are being disseminated to local school systems. Adoption funds give grants to local systems adopting a validated training center project. A state level evaluation system applies to each of these types of projects. Operations of specific programs are described. The projects discussed could be adopted by most elementary and middle schools in Georgia. (SLD)

foundations, community foundations, and corporate philanthropies in the United States to Puerto Rican needs and concerns. The private sector has increased its financial support of non-profit institutions in both the United States and Puerto Rico in an effort to mitigate the effects of the Reagan Administration's cutbacks in welfare spending. Forty-one private foundations first surveyed in 1981 have since increased their grants to Puerto Rican causes by 51%; practically all of the increase went to establish the Puerto Rican Community Foundation (PRCF). A survey of 260 foundations yielded the following conclusions, among others: (1) slightly more than one-quarter of the foundations surveyed supported Puerto Rican organizations; (2) most funds to Puerto Rican causes was concentrated in a small number of major grants made by a small number of foundations; (3) private foundations represented two-thirds of the total giving and gave over three-fourths of the contributions identified as going to Puerto Rican causes; (4) corporate foundations accounted for 28 percent of giving but only 11 percent of the contributions to Puerto Rican causes; and (5) the community foundations were more likely than private or corporate foundations to give to Puerto Rican institutions. Tables list the amount given by each foundation, geographic location of foundation, type of foundation, number of grants made by foundation, and leading recipients of grants. Three appendices list the organizations supported by foundations in the sample, the foundations not in the sample that support Puerto Rican causes, and 1985-86 support to the National Puerto Rican Coalition, Inc. by corporations and foundations. (BJV)

ED 292 897

UD 026 010

Ely, Lydia; And Others

Broken Lives: Denial of Education to Homeless Children.

National Coalition for the Homeless, Washington, DC.

PUB DATE- Dec 87

NOTE- 36p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Access to Education; *Disadvantaged Youth; Economically Disadvantaged; Federal Legislation; *Homeless People; Poverty; *Poverty Programs; *Residence Requirements; Special Programs; State Programs; Student Records; Student Transportation; Urban Education;

each service separately through government entities. Three demonstration programs have been implemented and progress has been slower than expected. They lack the proper funding levels, and there is little incentive for the agencies involved to accommodate alternative approaches that put them in competition with existing programs for funding. Difficulties have surfaced in obtaining workable agreements to spread the roles and responsibilities among public and private agencies. Two of the projects are still incomplete and they may ultimately be shown to be successful. No additional projects are recommended. (VM)

ED 292 911

UD 026 080

Welfare: Reform or Replacement? (Child Support Enforcement---II).
Hearing before the Subcommittee on Social Security and Family
Policy of the Committee on Finance. United States Senate, One
Hundredth Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Committee on Finance.

REPORT NO.- Senate-Hrg-100-395

PUB DATE- 20 Feb 87

NOTE- 427p.; For the Volume of January 23 and February 2, 1987

Hearings, see ED 291 862; for hearing on Work and Welfare, see UD
026 063. Many pages contain small, light type.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales
Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC18 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Family Status; Federal Programs; *Incentives; Law
Enforcement; *One Parent Family; Parent Child Relationship; *Parent
Responsibility; *Public Policy; Unwed Mothers; *Welfare Services
IDENTIFIERS- Child Support; Workfare

This transcript is from the third in a series of hearings before
the Senate Subcommittee on Social Security and Family Policy
focusing on whether the present welfare system should be reformed
or replaced. A series of public officials, child and family
advocates, and other interested parties testified on the issue of
enforcement of child support orders. Their remarks included the
following: (1) the enforcement program has worked well in some
states; (2) many of the absent parents are poor themselves and
cannot pay; (3) legal procedures to establish paternity are often
long and/or too complicated; (4) more interstate networks must be
formed; (5) the underlying causes of single parent households, such

Education; Urban Problems

IDENTIFIERS- *Michigan

The negative effects of poverty, alienation, and racism influence the lives of black children most heavily. This report covering Michigan presents information and recommendations concerning the continuing decline in the quality of life for black children. It is the culmination of a series of activities including forums, symposia, and conferences on the black child in crisis. The discussion topics are the following: (1) the black family's struggle to survive; (2) education as a means for escaping poverty and achieving social mobility; (3) health: a sound mind in a sound body; and (4) job and economic security: fighting poverty, creating self-respect. The action-oriented recommendations offered for each of these topics include legislative initiatives and policy reviews and reforms. Key recommendations include the following: (1) fund a 10-year project to analyze and treat issues concerning the black family and child; (2) provide more day care; (3) encourage more parent and student participation in schools; (4) provide state aid for health professionals to practice in high-risk, underserved areas; (5) control drug abuse; (6) assure equitable legal process for blacks; and (7) provide training and employment skills to disadvantaged black youth. Three appendices include remarks from educators and government officials and a bibliography. Photographs, charts, and graphs illustrate the data. (VM)

ED 292 925

UD 026 095

More of Asian and Pacific Islander Families Have at Least Two Workers Than Do Other U.S. Families, Census Bureau Says. United States Department of Commerce News.

Bureau of the Census (DOC), Suitland, Md.

REPORT NO.- CB88-59

PUB DATE- 8 Apr 88

NOTE- 37p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- *Asian Americans; Demography; Employment Patterns; *Family Financial Resources; *Family Income; Family Life; *Labor Supply; *Pacific Americans

IDENTIFIERS- Work Commitment; *Work Habits

Asian and Pacific Islander families in the United States were more likely than all U.S. families in 1980 to have multiple workers.

working relationship between the program coordinator and the school principal needs to be improved; (5) the program objectives need to be better defined; (6) the program coordinators should cooperate more; and (7) a systemwide coordinator for the programs should be appointed. Data are presented on two figures and in three appendices. (BJV)

ED 292 939

UD 026 117

Earle, Janice; And Others

What's Promising: New Approaches to Dropout Prevention for Girls.
National Association of State Boards of Education, Alexandria, VA.
SPONS. AGENCY- Women's Educational Equity Act Program (ED),
Washington, DC.

PUB DATE- 87

NOTE- 40p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Dropout Prevention; *Dropout Programs; *Dropouts;
Educational Policy; *Females; *High Risk Students; High Schools;
Job Training; Nontraditional Occupations; *Program Effectiveness;
School Community Relationship; Sex Bias

Few researchers have studied the female dropout and too few dropout prevention programs are specifically designed to help girls complete high school. This paper describes programs and state policy initiatives that show promise in helping young women complete their education. They are used by schools and outside organizations to serve and encourage teenage girls with the following approaches: (1) academic encouragement; (2) activities to enhance self-esteem; (3) coordination of services for academic and non-academic needs; (4) bias-free interactions with teachers and administrators; and (5) encouragement to enter non-traditional courses and careers. Successful programs for each approach are described. Funds are needed to fully evaluate these programs so that the models can be shared among states and communities. There are a number of state policy initiatives which show promise in helping at risk students of both sexes. These include the following: (1) requiring accurate data collection on school completion by gender; (2) initiating collaboration between state agencies and private organizations; (3) creating incentives for schools to improve services; (4) imposing requirements that schools must meet in regard to at-risk youth; and (5) employing sanctions

students' confidence and competence in doing science; and (4) relate the usefulness of science to future career choices. Most of the document consists of handouts, which include: a "Women Scientists" game; a "Famous Women Scientist Word Search"; "Women in Science" (a list containing thumbnail sketches of women scientists through the ages); "Build the Highest Tower" (an exploration of creative problem solving); a series of "Science Equity Session Plans"; a list of "Science Activities for Classroom Use"; and lists of resources for teachers. Various trainer instruction sheets are also provided, including an evaluation form. Included also are lists of transparencies and materials needed. (CW)

ED 292 680

SE 049 061

Grouws, Douglas A.; Good, Thomas L.

Teaching Mathematical Problem Solving: Consistency and Variation in Student Performance in the Classes of Junior High School Teachers. SPONS. AGENCY- National Science Foundation, Washington, D.C.

PUB DATE- Apr 88

NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

GRANT- MDR-8470265

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Junior High Schools; Junior High School Students;

*Mathematics Achievement; Mathematics Curriculum; Mathematics

Education; *Mathematics Instruction; *Mathematics Teachers;

*Problem Solving; Secondary School Teachers; Teacher Behavior;

*Teacher Effectiveness

IDENTIFIERS- Mathematics Education Research

This study examined student growth in mathematical problem solving and relationships between teachers and changes in class problem-solving performance over a school year. The sample for the study involved 24 junior high school mathematics teachers, 119 mathematics classes, and more than 2,500 students. Classes were tested using a 10 item problem-solving test at the beginning of the school year and at the end of the school year and increases in problem-solving performance were computed. Classes differed

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Civil Liberties; *Civil Rights; Constitutional Law;
Court Litigation; Court Role; Elementary Secondary Education;
*Public Schools; Released Time; *Religion; *Religious Education;
Religious Factors

IDENTIFIERS- First Amendment; Religious Freedom

This paper examines four issues related to religion and the public schools: (1) released-time education; (2) variations in interpretation of court decisions; (3) teacher attitudes toward religious instruction; and (4) freedom of religious expression. Released-time education programs were held to be constitutional in "Zorach v. Clauson." The decision stated that the programs must be held off campus, for 1 hour per week, and with no public funding. The test used for interpretation of the establishment clause of the First Amendment is composed of three questions: (1) is the purpose of the program secular; (2) is the primary effect neither to advance nor inhibit religion; and (3) is there avoidance of excessive entanglement between state and religion. The interpretation may be different, based on the way information is presented in the case. Teacher attitudes toward religious instruction were revealed to differ widely in a survey of 55 teachers enrolled in classes at Eastern Washington University. "Mozert et al. v. Hawkins County Public Schools et al. (Greensville, Tennessee) in which a federal judge allowed children to study reading at home was an exemplary case involving freedom of religious expression. Through examination of these four issues, it was found that there is the potential for the abuse of First Amendment rights. To enhance children's education, it is necessary for teachers, parents, the legal system, and administrators to work together. (SM)

ED 292 696

SO 018 551

McKernan, Jim, Ed.; And Others

Irish Educational Studies, Vol. 6, No. 1, 1986-1987.

Educational Studies Association of Ireland, Dublin.

PUB DATE- 87

NOTE- 228p.; For volume 6, no. 2, see SO 019 074. For earlier issues,

see ED 260 961-962, ED 248 187-188, and ED 235 105.

AVAILABLE FROM- Business Editor, Education Department, University

College, Dublin 2, Ireland

changes in technology are accompanied by changes in the social institutions; (2) technology makes possible new threats to basic freedoms; and (3) there is constant tension between what technology makes possible and what should be allowed when more than one basic freedom is threatened. Suggestions are provided for classroom activities that encourage discussion of the social implications of technological change. (NL)

ED 292 711

SO 018 689

Petry, John

A Cross-Cultural Study of Japanese Education.

PUB DATE- 19 Nov 86

NOTE- 11p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (15th, Memphis, TN, November 19, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Asian History; *Cross Cultural Studies; Cultural Awareness; Curriculum Design; *Educational Assessment; Educational Development; Educational Philosophy; *Educational Quality; Foreign Countries; Instructional Effectiveness; *Multicultural Education; Non Western Civilization; *Outcomes of Education; Teacher Effectiveness

IDENTIFIERS- Asia; *Japan

The homogeneity of the Japanese people is a major component in their educational achievements. The success of the educational system is linked to various factors, such as the state of the national health, the excellence of the transportation system, a common language, and other cultural attitudes and values. Parents are considered responsible for their children's school work, and children attend school for longer hours and spend more hours studying than do U.S. children. Group goals take precedence over individual goals. Entrance to preferred schools is heavily competitive, as is entrance to higher educational institutions. Topography is a factor, because the Japanese population is concentrated in the coastal areas and in large cities. There is a 98 percent literacy rate. Education has been the instrument of change in Japan, accomplishing national goals and attaining an effective world image. (NL)

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- *Educational Opportunities; Equal Education; *Females; Foreign Countries; Nondiscriminatory Education; *Primary Education; Sex Fairness

IDENTIFIERS- England; Europe (West); Iceland; Ontario; Portugal; Sweden

Speeches and small group working sessions were the major components of this sex equity seminar. Speeches given by Annika Thelin (Sweden) and Gaby Weiner (United Kingdom) presented an historical and analytical approach to equal opportunities, focusing on the often slow progress towards sex equality in the education of children in Sweden and the United Kingdom. Sigríður Jónsdóttir (Iceland) and Carole Bennett (Ontario) showed what could be achieved at the practitioner level in relation to curriculum and classroom activities and textbook reform. Isabel Romão (Portugal) concentrated on the types of changes being made in a country newly concerned with gender equality. The 30 educators at the seminar formed three working groups whose main tasks were to devise an equal opportunity policy for a primary school somewhere in Europe. Each group was to attend sessions concerning: (1) the main issues in equal opportunity for girls; (2) school organization; (3) parents and community; (4) curriculum; (5) pupils and teachers; and (6) framing a whole school policy. Each of the groups presented the results of its discussions to the seminar. Appendices include: (1) a list of participants; (2) "Primary Education: Reference and Resource List"; (3) a report on the status of Portuguese women; (4) double standards in classroom practices; (5) a report by the Ontario (Canada) Ministry of Education; and (6) examples of school policies on sex equality. (SM)

ED 292 725

SO 018 899

Turner, Mary Jane; and Others

Studying the Constitution: Capitalizing on Two Bicentennials.
National Association of Secondary School Principals, Reston, Va.

PUB DATE- Nov 87

NOTE- 10p.; Excerpted from "Education on the Constitution in Secondary Schools: Teaching Strategies and Materials for the Bicentennial and Beyond," by John J. Patrick and others (see ED 278 598).

AVAILABLE FROM- National Association of Secondary School Principals,
1904 Association Drive, Reston, VA 22091 (\$1.25)

ED 292 740

SO 019 040

Patrick, John J.

Teaching the Federalist Papers. ERIC Digest.

ERIC Clearinghouse for Social Studies/Social Science Education,
Bloomington, IN.

SPONS. AGENCY- Department of Education, Washington, DC.

REPORT NO.- EDO-SO-88-2

PUB DATE- Feb 88

NOTE- 4p.

CONTRACT- RI880-62-009

AVAILABLE FROM- ERIC Clearinghouse for Social Studies/Social Science
Education, Smith Research Center, Suite 120, 2805 East Tenth
Street, Bloomington, IN 47405.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC
Information Analysis Products (071) Other/Miscellaneous (Not
Classifiable Elsewhere) (999)

DESCRIPTORS- Citizenship Education; *Constitutional History;
Information Sources; Secondary Education; Social Studies; Teaching
Methods; *United States Government (Course); *United States History

IDENTIFIERS- ERIC Digests; *Federalist Papers; *United States
Constitution

This digest discusses: (1) the main ideas contained in "The Federalist Papers"; (2) reasons for teaching "The Federalist Papers" in secondary schools; and (3) how to teach ideas of "The Federalist Papers." The authors of "The Federalist" held varying ideas about government, but strongly agreed on the fundamental ideas of republicanism, federalism, separation of powers, and free government. Ideas of "The Federalist" are essential elements of education for citizenship in the U.S. constitutional democracy, and they are keys to understanding how U.S. government works. Ideas of "The Federalist Papers" are congruent with the content of standard secondary social studies courses and can be infused into those courses. They can be used to teach core concepts of U.S. constitutional government, and excerpts from selected essays can be utilized to explicate these civic concepts. Ideas of "The Federalist" can be used to encourage deliberation, reflection, and rational decision-making. Teachers can abbreviate, annotate, and otherwise edit selections from the documents to aid comprehension and interpretation of main ideas by students. References and ERIC

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *College School Cooperation; *Cooperating Teachers;
Cooperative Programs; *Coordination; Internship Programs;
Preservice Teacher Education; Principals; Supervisory Training;
*Teacher Interns; Teacher Supervision

A description is given of a project, called "A Collaborative Approach to Leadership in Supervision," initiated between the University of New Hampshire and several public schools. This project was designed to address: (1) the continuing preparation of principals who have primary responsibility for supervising and evaluating teachers as part of their roles as instructional leaders in the schools; and (2) the preparation of cooperating classroom teachers as more effective supervisors of graduate teaching interns and undergraduate exploring teachers. The 5-year program is structured on the triad model for supervision. In this model, the university supervisor observes the graduate student teaching intern during the academic year, using a clinical supervision strategy in which the supervisor meets with the intern for pre-conference, observation, and post-conference sessions. Meetings often involve the cooperating teacher as well, thus forming a "triad." This paper describes the role and responsibilities of each of the participants in the program. The training of the cooperating teacher for supervisory responsibilities is also discussed, as well as the organization and structure of the collaborating team and the relationships between its members. Issues and problems in the collaborative supervision model are considered. (JD)

ED 292 755

SP 029 900

Crase, Darrell; Walker, Hollie, Jr.

Black Students and Professionals in Health Education.

PUB DATE- 87

NOTE- 18p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use
(055)

DESCRIPTORS- *Black Students; *Black Teachers; *College Faculty;
*Graduate Students; *Health Education; Higher Education; *Student
Recruitment; Teacher Recruitment

Microsupervision as a Method for Teacher Education.

PUB DATE- 87

NOTE- 24p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Classroom Observation Techniques; Elementary Education;
Foreign Countries; *Interaction Process Analysis; *Microteaching;
*Supervisory Training; *Teacher Behavior; *Teaching Methods;
Teaching Skills

IDENTIFIERS- *Microsupervision; Spain

In a microsupervision workshop experiment designed to investigate group differences in acquiring an indirect style of supervisory conference behavior, 18 elementary school inservice teachers were randomly assigned to a video-modeling, written-modeling and performance-feedback treatment or non-treatment. Criterion performances were the frequency and quality of the supervisory conference behavior used on two separate microsupervision sessions and on five observational instruments. Results showed: (1) experimental microsupervision did not yield significantly higher nor more varied performance frequencies than the control group; (2) the reliability trial results for the conference and teaching category systems were considered highly satisfactory; and (3) a high positive and negative relationship between teaching and supervisory conference behavior in the experimental group was attained. A discussion is presented on the findings, and on the linear relationship between personal and professional characteristics of teachers. A stepwise multiple regression analysis of a teaching behavior by supervisory conference ratio factors indicated that the teaching behavior, "Data Recall," was significantly predicted by several supervision ratio factors. (Author/JD)

ED 292 772

SP 030 018

Keefe, James W., Ed.

Profiling & Utilizing Learning Style.

National Association of Secondary School Principals, Reston, Va.

REPORT NO.- ISBN-0-88210-207-9

PUB DATE- 88

NOTE- 52p.

AVAILABLE FROM- NASSP, 1904 Association Drive, Reston, VA 22091-1578

NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Attitude Change; *Cognitive Dissonance; *Concept Formation; Foreign Countries; Inservice Teacher Education; *Learning Processes; *Program Attitudes; *Teacher Attitudes

IDENTIFIERS- *Constructivist Learning

This paper describes some salient aspects of inservice education that focus on constructivist learning/conceptual change. Major issues for inservice education based on the constructivist approach are described. These issues arise from viewing teachers as constructivist learners, and from the assumption that constructivism and conceptual change need to be considered in the same way for both teachers and students. The following assumptions are contained in the constructivist theory of learning: (1) inservice education that matters involves conceptual change on the part of teachers; (2) when the thrust of the inservice program is towards constructivist perspectives on teaching and student learning, the change involves teachers' conceptions of learning and teaching; (3) conceptual change in teachers is most helpfully considered in terms of whether or not new ideas are intelligible, plausible, fruitful, and feasible; (4) the conceptions held by teachers on entering an inservice program will sometimes include ideas and beliefs about the focus of the program which are in conflict with the ideas and beliefs of those running the program; (5) the inservice must, wherever possible, model but not mimic the strategies and ideas being advanced; (6) different groups will enter inservice programs with different levels of relevant knowledge and experience; and (7) those conducting the inservice program must be sensitive to their own needs to undergo conceptual change. Descriptions of four inservice programs illustrate how one or more of these issues arose and was dealt with in the course of the program. (JD)

ED 292 788

SP 030 083

Shepard, Lorrie A.; And Others

A Case Study of the Texas Teacher Study: Technical Report.

seen as most important to effective decisionmaking in planning and carrying out classroom lessons. While it is clear that formal thought schema are widely used in teaching, it is also understood that these reasoning schema are themselves dependent upon the more fundamental cognitive processes. Prerequisite development includes, among other foundation processes, information processing skills which facilitate predecision actions through more efficient or increased sensitivity, receptivity, and use of internal and external stimuli. The problem investigated in this study was to determine the effects of intervention training in cue attendance on preservice teacher performance in observing details, asking questions, constructing alternative hypotheses, analysis of classroom teaching, and planning and teaching a classroom content unit. Included in the intervention instruction and in the dependent variables were detail attendance, information search questions, hypothesis generation, and designing strategies for hypothesis testing. Results of the study supported the hypothesis that teacher education courses focusing, at least partially, on prerequisite cognitive processes can increase teaching effectiveness. (JD)

ED 292 803

SP 030 124

Vogel, Paul; Seefeldt, Vern

Program Design in Physical Education: A Guide to the Development of Exemplary Programs.

REPORT NO.- ISBN-0936157-29-1

PUB DATE- Mar 88

NOTE- 84p.

AVAILABLE FROM- Benchmark Press, Inc., 8435 Keystone Crossing, Suite 175, Indianapolis, IN 46240 (\$13.95).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Educational Objectives; Elementary Secondary Education Higher Education; Instructional Effectiveness; Material Development; Outcomes of Education; *Physical Education; Preservice Teacher Education; *Program Design; *Program Development; *Program Evaluation

Designed for use by physical educators in school districts and preservice education programs in colleges and universities, this...

assessed each test item for its job-related relevance to determination of minimum teacher qualification and estimated the percent of minimally qualified candidates who would correctly answer the item. The teacher educators judged each item with respect to content coverage in the teacher education curriculum and made the same estimates as did teachers concerning the percent of minimally qualified candidates who would correctly answer the item. Results indicate that: (1) 91 of the 105 items were considered valid; (2) mean percent estimates for teachers were larger than those for teacher educators on 87 of the 91 items; and (3) the difference between the cut-score for teacher educators and the combined groups was quite small. (TJH)

ED 292 819

TM 011 195

Price, Elsa C.

The Effectiveness of Stress Management and Test-Taking Workshops in Reducing Test Anxiety of Community College Students.

PUB DATE- Nov 87

NOTE- 26p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987). Appendices contain small print.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Entrance Examinations; College Students; Mnemonics; Multiple Choice Tests; Relaxation Training; Seminars; Standardized Tests; *Stress Management; *Test Anxiety; Test Coaching; Test Wiseness; Time Management; Two Year Colleges; Workshops

IDENTIFIERS- Pre Nursing and Guidance Examination

A study was conducted to determine the effectiveness of a Stress Management Seminar and a Test-Taking Skills Workshop in improving the scores of pre-nursing and guidance examinees at Wallace Community College in Dothan, Alabama. The 73 subjects took the Pre-Nursing and Guidance Examination (PNGE) in June 1984, September 1984, or January 1985. Forty subjects attended both the seminar and the workshop, while the remainder attended only the workshop. Skills addressed during the workshop included methods of answering multiple-choice questions using qualifiers, general study tips involving mnemonics, and time management techniques. Techniques

IDENTIFIERS- Netherlands; *Oracy

As part of a feasibility assessment of the level of education in the Netherlands, oracy skills of 6th-grade students, aged 10 to 12 years, were measured. Oracy tasks were constructed from the answers of teachers, parents, and educational experts to a questionnaire on desirable skills for the age group. The six tasks developed were administered to 200 students. Taped responses were rated for content, usage, and organization. Interrater reliability was good. The majority of subjects were not unduly troubled by most of the tasks; only about 1.5% formed a problem group that failed almost all of the tasks, while 11.5% performed at a doubtful level. It was concluded that the assessment of oracy skills on a large scale is feasible in primary education. (SLD)

ED 292 835

TM 011 213

Thompson, Bruce

The Importance of A Priori Contrasts in Analysis of Variance Research.

PUB DATE- 11 Nov 87

NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Analysis of Variance; *Research Methodology;

*Statistical Analysis; Statistical Significance; Statistical Studies

IDENTIFIERS- *Orthogonal Comparison; *Planned Comparisons

The use of planned, or "a priori," and unplanned, or "post hoc," comparisons to isolate differences among means in analysis of variance research is discussed. Planned comparisons typically involve weighting data by sets of "contrasts." Planned comparison offer more power against Type II errors. In addition, they force the researcher to be more thoughtful in conducting research. It is suggested that these two reasons make planned comparisons superior to unplanned comparisons. It is further suggested that orthogonal tests are more useful than non-orthogonal tests. Planned comparisons can be used even when omnibus tests are not statistically significant. (SLD)

importance of various adult survival skills. These results should provide administrators, teachers, and counselors with assistance in instructional and curricular planning. Twenty-one data tables are included. A copy of the questionnaire is appended along with seven other appendices. (TJH)

ED 292 851

TM 011 231

Berkeley, Terry R.

A Program Evaluation Ontogeny Recapitulated: Looking Again at the Efficacy of Early Intervention.

PUB DATE- 86

NOTE- 29p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Developmental Disabilities; Early Childhood Education; *Educational Assessment; Federal Aid; *Program Evaluation; Research Problems; Statistical Studies

IDENTIFIERS- *Early Intervention

This paper details the pathway of development of early intervention program evaluation research along with the often-enumerated problems with research results. Early intervention evaluation, which was initiated in 1969, involves those organized efforts designed to remediate and/or reconcile developmental disabilities in young children up to the age of 3 years. Previous research findings have resulted in considerable current research activity being conducted, much of which has attracted federal support. Also covered in the paper are the reasons that early intervention programming has not been proven, beyond all doubt, to be efficacious. A framework for program evaluators is provided to allow them to pinpoint the benefits of this kind of undertaking for the consumers of the services. The ultimate purpose of this examination is to stimulate the design of improved program evaluation models that use quantitative research methodology, supported by anecdotal information. (TJH)

ED 292 852

TM 011 232

Jelden, D. L.

Modes and Types of Computerized Unit Test Item Feedback and Its Effect on Final Exam Scores.

SPONS. AGENCY- University of Northern Colorado, Greeley.

PUB DATE- 87

NOTE- 48p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- College Students; *Computer Assisted Instruction;

Computer Assisted Testing; *Feedback; Higher Education;

Oceanography; Scores; Test Coaching; *Test Items

IDENTIFIERS- Final Examinations; *PHOENIX (Computer System)

A study of 696 undergraduates at the University of Northern Colorado was undertaken to determine the effects of computerized unit test item feedback on final examination scores. The study, which employed the PHOENIX computer managed instruction system, included students at all undergraduate levels enrolled in an Oceanography course. To determine the compatibility of the groups, American College Test scores were used in an analysis of covariance to account for initial group ability differences. Mean final grades and final examination scores were also compared. To determine if final examination scores had any relationship to the type and amount of feedback on unit tests, several variations of test feedback on unit test administration were established. Feedback was presented via sequential or random objective mode. Results indicate that: (1) corrective feedback slightly improves students' achievement scores as measured by objective tests administered by computer; (2) the speed of computer-assisted item presentation is essential; (3) immediate feedback on specific test items is more beneficial to students than is delayed feedback (retention of material is enhanced with immediate feedback); (4) low-ability students seem to benefit more than do high-ability students from corrective test feedback; and (5) tests generated by sequential course objective and in random order by item within that objective yield higher scores than do tests created by random objective order. (TJH)

ED 292 882

TM 011 336

Beyerbach, Barbara A.

The Interaction of Research, Policy, and Practice: A Case Study of a Research Group Attempting to Implement Wait Time.

PUB DATE- 1 Apr 88

NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). For a related paper, see TM 011 337.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Case Studies; *Classroom Techniques; Experimenter Characteristics; High Schools; Researchers; *Research Methodology; *School Policy; Secondary Education; Teacher Attitudes

IDENTIFIERS- Researcher Role; Teacher Researcher Cooperation; *Wait Time

The workings of a research group trying to implement the concept of wait time in high school classes were examined, with comparisons drawn between policy constraints on the researchers and policy constraints on the teachers who were their subjects. Focus is on the development of research ideas; the subjective meaning of the research as work to the individuals; the research group's interactions, leadership structure, decision making process, and interactions with their teacher-subjects; and the interactions of the larger social context, including policies at the local, state, and national levels. Field notes, publications, and interviews were used to study the research process. During the study, researchers seemed to undergo a paradigm shift from viewing teachers as controlled by state authorities, with behavior modifiable by positive reinforcement, to viewing them as active participants in the research process. Teachers seemed to welcome the new role, but needed time away from teaching to involve themselves in the research process. The world of teachers was relatively more isolated and rigid than that of researchers with regard to constraining organizational policies. To be successful, collaborative attempts to relate the worlds of policy, research, and practice must consider the implications of these differences in the worlds of teachers and researchers. (SLD)

Urban Programs

IDENTIFIERS- *Department of Education; Guardianship; *Stewart B McKinney Homeless Assistance Act

According to recent studies, families with children are now the fastest-growing segment of the homeless population: 40 percent of the homeless population consists of members of families. Forty-three percent of homeless children do not attend school, which provides children with a much-needed sense of place and continuity that they otherwise lack in their fragmented lives. Homeless children are deprived of their education in several ways: in some cases state or local "residency" requirements operate specifically to bar children without a fixed residence from attending school; in other cases the means necessary to obtain education--adequate transportation, school and medical records, special education programs, guardianship rules--are lacking. In July 1987 Federal legislation was enacted that for the first time addresses this issue: under the Stewart B. McKinney Homeless Assistance Act state agencies are to ensure that homeless children have access to public education. Under the Act the Department of Education (DOE) was to make funds available to state authorities expeditiously, so that local programs would be operating before December 31, 1987. Contrary to this mandate, DOE has delayed implementation of the program, and has issued guidelines that, in effect, will make homeless children lose a school year. The DOE should rewrite its guidelines to expedite implementation of the program and to make badly-needed aid available. An appendix describes local programs that address the needs of homeless children in the following areas: (1) Salt Lake City, Utah; (2) San Diego, California; (3) Santa Clara, California; (4) State of Connecticut; (5) New York, New York. Another appendix is a reprint of "Subtitle B--Education of Homeless Children and Youth," from the Stewart B. McKinney Homeless Assistance Act. (BJV)

ED 292 898

UD 026 017

Lyke, Robert F.

High School Dropouts. Major Issues System: Issue Brief. Updated.
Library of Congress, Washington, D.C. Congressional Research Service.

REPORT NO.- CRS-IB87167

PUB DATE- Jan 88

NOTE- 18p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

as teen pregnancy, must be addressed; (6) state guidelines and formulas for support payments must be reviewed and perhaps federalized; (7) state agencies which supply child services must be strengthened; (8) some mandatory work programs which have failed or which harass and dehumanize the poor should be discontinued; and (9) substantial money and resources must be allocated for any social program which will upgrade or replace the present ones. (VM)

ED 292 912

UD 026 081

Reauthorization of the Education Consolidation and Improvement Act.
Hearings before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources, United States Senate, and the Subcommittee on Elementary, Secondary, and Vocational Education: House of Representatives, One Hundredth Congress, First Session (Saint Johnsbury, Vermont, February 10, 1987; Waterbury, Vermont, February 13, 1987).
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

REPORT NO.- Senate-Hrg-100-153

PUB DATE- 10 Feb 87

NOTE- 190p.; Some pages contain small, light type.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC08 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Compensatory Education; *Educationally Disadvantaged; Educational Needs; Elementary Secondary Education; *Federal Aid; *High Risk Students; *Program Budgeting; Program Development; *Program Effectiveness; Success

IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; *Education Consolidation Improvement Act Chapter 2; Vermont

Hearings before the House Subcommittee on Education, Arts, and Humanities were held in February, 1987 to reauthorize the Education Consolidation and Improvement Act. The purpose was to report on the contribution made in education by Chapter 1 and Chapter 2 programs and to refine and explain the goals for reauthorization. Teachers, coordinators, administrators, students, and parents testified on the following aspects of these programs in Vermont: (1) services to preschool children; (2) negative effects on the programs if funding is cut; (3) parent and community involvement; (4) professional development and training; (5) instructional materials, methods, and

About 63 percent of Asian and Pacific Islander families had two or more workers, compared with about 54 percent of all families. This information from the Commerce Department's Census Bureau was the first to provide disaggregated data on the social and economic characteristics of the following groups: (1) Cambodian; (2) Hmong; (3) Indonesian; (4) Laotian; (5) Pakistani; (6) Thai; (7) Polynesian; (8) Micronesian; and (9) Melanesian. Data are given for the nation, selected states, and selected metropolitan areas for these and other larger Asian and Pacific ethnic groups. Comparisons are made with the United States population in general on the following variables: (1) nativity; (2) citizenship; (3) education; (4) labor force; (5) income and poverty; (6) age; (7) household relationships; (8) marital status; (9) language; (10) year of immigration; (11) residence; and (12) occupation. Tables and graphs illustrate the information in the text. (VM)

ED 292 926

UD 026 096

Riddle, Wayne

Chapter 1, Education Consolidation and Improvement Act Grants to Local Educational Agencies for the Education of Disadvantaged Children: Selected Reauthorization Options and Alternatives.

Library of Congress, Washington, D.C. Congressional Research Service.

REPORT NO.- EPW-86-1032

PUB DATE- 12 Dec 86

NOTE- 79p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Compensatory Education; Delivery Systems; *Educationally Disadvantaged; Elementary Education; *Federal Aid; *Federal Legislation; Parent Participation; *Program Improvement; Program Proposals; Public Policy; *Resource Allocation; School Effectiveness

IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Proposed Legislation

Options and alternatives for an amended reauthorization of Chapter 1 grants are reviewed. New suggestions are presented for compensatory education service delivery, eligibility, and the allocation of resources. The choices, each of which is examined in detail in this report, include the following: (1) change the methods by which non-public schools are required to provide Chapter

against districts or schools that fail to serve at-risk youth effectively. (VM)

ED 292 940

UD 026 118

Ascher, Carol

Improving Chapter 1 Delivery. ERIC/CUE Digest Number 39.

ERIC Clearinghouse on Urban Education, New York, N.Y.

SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.

PUB DATE- Jan 88

NOTE- 4p.

CONTRACT- OERI-R188062013

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC
Information Analysis Products (071)

DESCRIPTORS- *Compensatory Education; *Delivery Systems;
Educationally Disadvantaged; *Educational Strategies; Elementary
Secondary Education; High Risk Students; Low Achievement; *Program
Effectiveness; *Program Evaluation; School Schedules; *Services

IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1

Researchers and educators have begun to question whether Chapter 1 pull-out programs are the most effective method of delivering extra help to the students who need it. Pull-out programs are still the predominating type, but may be declining in popularity as in-class programs gain favor. This document summarizes a variety of program designs which are used nation-wide to provide Chapter 1 services to students. They are the following: (1) pull-out programs which provide instruction outside of the classroom and have advantages and disadvantages to student achievement and school organization; (2) add-on programs which take place beyond the regular instructional times and may cause difficulties in scheduling and transportation; (3) in-class instruction in which there is usually a Chapter 1 specialist along with the regular teacher in the students' classroom; and (4) replacement programs which provide Chapter 1 students with separate classes for all of the instruction they are to receive in a given subject and which reduce the class size for regular teachers in some areas of instruction. Research has suggested some more effective methods, but national, state, and local laws impede the success and flexibility of service delivery. A list of eight references is included. (VM)

with the five teachers with the lowest mean gains (lows). The high teachers taught 22 classes and 100 percent of these classes gained more than was statistically predicted from pretest scores. For the low teachers, 75 percent of their classes gained less than was predicted. Thus, the teacher, and indirectly teaching behavior, seems to be an important factor in increasing student performance in the domain of mathematical problem-solving. (Author/PK)

ED 292 681

SE 049 062

Mack, Nancy K.

Using Estimation To Learn Fractions with Understanding.

PUB DATE- Apr 88

NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Addition; Basic Skills; *Computation; *Elementary School Mathematics; *Estimation (Mathematics); *Fractions; *Individualized Instruction; Intermediate Grades; Mathematics Education; *Mathematics Instruction; Number Concepts; Subtraction

IDENTIFIERS- Mathematics Education Research

Eight sixth-grade students received individualized instruction on the addition and subtraction of fractions in a one-to-one setting for 6 weeks. Instruction was specifically designed to build upon the student's prior knowledge of fraction ideas and to emphasize estimation. It was determined that all students possessed a rich store of prior knowledge about estimation that was focused on parts of wholes in real world situations. On their own initiative, students related fraction symbols and procedures to prior knowledge about estimation in ways that were meaningful to them and accurately estimated sums and differences prior to learning computational algorithms. (PK)

ED 292 682

SE 049 063

EDRS Price - MF01/PC10 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Reports - Descriptive
(Program/Project Descriptions) (141)

DESCRIPTORS- Anthologies; Curriculum Development; Curriculum
Research; *Educational Research; *Educational Trends; Elementary
Secondary Education; Foreign Countries; Higher Education; Inservice
Teacher Education; Preservice Teacher Education; Research Projects
IDENTIFIERS- *Educational Issues; *Ireland; Professional Activities;
Professional Role

The 13 papers collected in this volume illustrate the issues that currently interest educational researchers in Ireland. Seamus O. Suilleabhain explores education as a profession and the concept of professional identity. Papers written by Jim McKernan, Diarmuid Leonard, and Luke Murtagh examine curriculum research and development as a professional activity. Susan Parkes and Ann FitzGibbon introduce autobiography as a methodology for illuminating professional concerns in pre-service teacher education programs. Three papers, written by Declan Irvine, Yvonne O'Reilly, and Kevin Williams and Gerry McNamara, focus on concerns about inservice education and the coherence of youth education programs. An experimental teaching supervision program is considered by Maire Uí Chathain, while papers by Mary Meany and Maire O Murehada describe various aspects of music education curricula. Anthony Motherway stresses the role and status of textbooks in teaching history and English, and John McMahon considers broadcast-based teaching as a concept in open learning systems. (JHP)

ED 292 697

SO 018 584

Parker, Franklin

Education Events USA/Britain 1987 (to Oct.)

PUB DATE- 5 Oct 87

NOTE- 20p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports—Descriptive (Program/Project Descriptions) (141)
Historical Materials (060)

DESCRIPTORS- *Elementary Secondary Education; *Higher Education;
Outcomes of Education; Public Education

IDENTIFIERS- Event Analysis; *Great Britain

U.S. educational events during 1987 included plans for a national board to certify teachers, federal appeals court decisions that overturned Tennessee and Alabama textbook censorship cases, the

ED 292 712

SO 018 708

Zuniga, Madeleine, Ed.; And Others

Educacion en Poblaciones Indigenas: Politicas y Estrategias en America Latina. (Education for Indigenous Populations: Policies and Strategies in Latin America).

United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and the Caribbean.

PUB DATE- May 87

NOTE- 311p.; Document derived from the Subregional Seminar on Policy and Educational-Cultural Strategy for Indigenous Populations (Lima, Peru, November, 1985).

LANGUAGE- Spanish

EDRS Price - MF01/PC13 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- American Indian Languages; *Anthropological Linguistics; Bilingual Education; Cultural Influences; *Educational Policy; Foreign Countries; Language Planning; *Language Research; *Multicultural Education; National Programs; *Native Language Instruction; Official Languages; Second Language Instruction

IDENTIFIERS- *Latin America; Mexico

This document is a compilation of 20 papers from a seminar on educational policy and strategy for educating the indigenous peoples of Latin America and Mexico. There is a growing awareness among linguistics and anthropology specialists and educators of the necessity to validate education that respects the values of an indigenous culture. This research covers the size of indigenous populations, existing government policies, literacy rates, national planning, and current programs, as well as various programs undertaken in the past. Education alone cannot resolve the economic and social problems of marginal peoples. One goal is the creation of a center for education and research on ethnic peoples and the Amazonian and Andean languages. Further study on the problems of linguistic pluralism and past government policies of establishing Spanish as the official language is recommended. Among the papers included are "Linguistic Research on Indigenous Languages of Colombia" (Jon Landaburu) and "Systematic Inventory of Indigenous Languages of Peru: Policies for the Preparation of an Elementary Bilingual Grammar and Dictionary" (Alberto Escobar). An alphabet of the Quechua and Aymara languages is appended. (NL)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080) Reports - Descriptive

(Program/Project Descriptions) (141)
DESCRIPTORS- Citizenship Education; *Constitutional History; Course
Content; Curriculum Development; Elementary Secondary Education;
Instructional Materials; *Social Studies; Textbook Content
IDENTIFIERS- *Bicentennial; Bill of Rights; *United States
Constitution

This report addresses the long-term educational responsibility of helping young people become more knowledgeable about the meaning and values of the U.S. Constitution in their personal and civic life. The Bicentennial of the U.S. Constitution and the upcoming Bicentennial of the U.S. Bill of Rights in 1991 present the opportunity to refocus citizenship education on the U.S. Constitution and Bill of Rights. The National Education Association's 1918 report separated education for good citizenship from teaching about the Constitution in the social studies curriculum. By the 1960s and 1970s, the study of constitutional government had to compete for attention in the social studies curriculum with an increasingly diverse set of topics. The result of this diminution of interest in the Constitution was also apparent in examination of social studies textbooks. The Bicentennial celebration has stimulated the production of materials by established national organizations for the study of the Constitution, and these resources can be used to revitalize instruction about the U.S. Constitution. A review of materials from several of these organizations is provided. (SM)

ED 292 726

SO 019 008

Nwakeze, Peter C.

Female Labor Force Participation and Fertility in Nigeria.

PUB DATE- 87

NOTE- 14p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Birth Rate; Demography; Developing Nations; Employed
Parents; *Employed Women; Females; Foreign Countries; *Labor Force;
*Population Education; Social Science Research; Womens Studies

IDENTIFIERS- *Fertility; *Nigeria

The two major objectives of this study are: (1) to identify the crucial factors affecting fertility behavior among working and

ED 292 741

SO 019 041

Taylor, Robert M., Jr., Ed.

The Northwest Ordinance, 1787: A Bicentennial Handbook.

Indiana Historical Bureau, Indianapolis.

REPORT NO.- ISBN-0-87195-008-1

PUB DATE- 87

NOTE- 173p.

AVAILABLE FROM- Indiana Historical Society, 315 West Ohio Street,
Indianapolis, IN 46202 (\$6.50).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010) Historical Materials (060)

DESCRIPTORS- *Primary Sources; Secondary Education; Social Studies;

*United States History

IDENTIFIERS- Illinois; Indiana; Michigan; *Northwest Ordinance 1787;
Ohio; Wisconsin

The essays and annotations in this publication provide an opportunity for citizens and students to consider not only the history of the Northwest Ordinance but also basic and enduring issues in U.S. political life. The book is divided into three main parts. The first part provides a background to the Ordinance and its passage by the Confederation Congress. In the lead essay, Andrew Cayton discusses the Ordinance from the perspective of the Indians, Anglo-Americans, and French, who lived on the frontier. In an accompanying essay Robert M. Taylor, Jr. introduces the relatively unknown men who voted on the Ordinance legislation in the Confederation Congress. The second part of the book comprises commentaries on specific sections and articles of the Ordinance itself. In the third part of the book Patrick Furlong discusses the transformation of a paper plan into a functioning government. He details the resulting problems and delays, the strife among officials, the divisions of the territory, and the quests for statehood. This volume also includes a chronology of events, a 66-item selected bibliography, illustrations, and a series of maps, all related to the Northwest Ordinance and the Northwest Territory. (SM)

departments of 146 colleges and universities to obtain an estimation of the number of blacks pursuing graduate study in health education as well as the number of black health education professionals serving on the faculty on predominantly white campuses. A second focus of the study was to identify successful and perhaps assertive techniques utilized by health educators in recruiting black students and black professionals to white campuses. The findings revealed a severe shortage of black students seeking graduate degrees, and a low percentage of black health education professionals on college faculties. Recruitment efforts appeared to be insufficient. It is concluded that the task of enlarging the ranks of the health education professoriate with blacks will not be accomplished from the small pool of doctoral graduates currently being produced. Also, present efforts designed to identify and attract existing black academics to health education will not significantly alleviate the shortage. Ways in which to attract more graduate students to the field are discussed. (JD)

ED 292 756

SP 029 909

French, Russell L.; Noel, Rita

What Career Ladder Evaluations Teach Teacher Educators in Tennessee.

PUB DATE- 87

NOTE- 26p.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Behavior Patterns; *Career Ladders; Classroom Techniques; Elementary Secondary Education; Higher Education; Leadership Qualities; Planning; *Program Effectiveness; Student Evaluation of Teacher Performance; *Teacher Education Programs; *Teacher Educator Education; *Teacher Educators; *Teacher Evaluation; Teaching Methods

IDENTIFIERS- *Tennessee Career Ladder Program

A report is given of the results of an evaluation designed to measure differences in performance among Career Level I, II, and III teachers in the Tennessee Career Ladder Program. Using specifically designed evaluation instruments, teachers who by Career Level status are considered the best in Tennessee, were evaluated by teacher candidates, students, principals, and a three-member peer evaluator team. This document presents a performance profile of these teachers, categorized under the

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Cognitive Style; *Concept Formation; Educational
Diagnosis; Individual Differences; *Learning Processes; *Perceptual
Development; Secondary Education; *Student Characteristics

IDENTIFIERS- *Learning Style Profile

The purpose of the National Association of Secondary School Principals (NASSP) Learning Style Profile is to provide educators with a well-validated and easy-to-use instrument for diagnosing the cognitive styles, perceptual response tendencies, and study/instructional preferences of middle level and senior high school students. The Learning Style Profile offers school practitioners a way to personalize the instructional process, to identify the dominant stylistic characteristics of students, and to plan instruction accordingly. The articles in this monograph offer a short course in the development, theoretical base, and utilization of the NASSP Learning Style Profile. The conceptual and practical issues of the Learning Style Profile are also explored. Chapters include: (1) "Development of the NASSP Learning Style Profile" (James W. Keefe); (2) "The NASSP Learning Style Profile and Cognitive Processing" (Charles A. Letteri); (3) "Using the NASSP Learning Profile" (Barbara Ferrell); and (4) "A Learning Style Approach to Effective Instruction" (John M. Jenkins). (JD)

ED 292 773

SP 030 023

Knight, Richard S.; And Others

A Statistical Profile of Secondary Education Teachers at Utah State University at the Completion of Their Teacher Education Program.

Utah State Univ., Logan. Dept. of Secondary Education.

PUB DATE- Mar 88

NOTE- 81p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)

DESCRIPTORS- Computer Literacy; Family Characteristics; Grade Point
Average; Higher Education; Interpersonal Competence; Knowledge
Level; *Preservice Teacher Education; *Secondary School Teachers;
*Student Attitudes; *Student Characteristics; Study Habits;
Teaching Methods

IDENTIFIERS- *Utah State University

SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.

PUB DATE- Nov 87

NOTE- 144p.

GRANT- OERI-G-86-0003

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Adult Literacy; *Basic Skills; Elementary Secondary
Education; Negative Attitudes; Politics of Education; Program
Costs; *Program Effectiveness; Public Opinion; State Programs;
*Teacher Evaluation; Teacher Morale; *Testing Programs

IDENTIFIERS- *Texas

The Texas Examination of Current Administrators and Teachers (TECAT), is a basic literacy test that was administered to 202,000 practicing educators in March 1986. The test was developed in response to state action for educational reform. The Texas reform legislation provided for redistribution of resources to poorer schools and for salary increases for teachers. Testing teachers on basic reading and writing skills for the purpose of identifying incompetent teachers appealed to public opinion, and the test became a political "bargaining chip" to leverage a tax increase for school reform. The implementation of TECAT involved not only massive preparation by educators and state agencies but also involved numerous validity and legal problems. The high passing rates of educators were attributed to development of teachers' skills in workshop sessions and considerable "teaching to the test." More than half of the educators fired by TECAT were in nonacademic positions. The reaction of teachers to the test program was overwhelmingly negative, and public confidence in teacher testing declined sharply. An analysis of the program's actual costs indicated that it was not as cost-effective as had been anticipated. This report presents detailed documentation on the program. Opinion papers and evaluation reports are appended. (JD)

ED 292 789

SP 030 084

Ratsoy, Eugene; And Others

Evaluation of the Initiation to Teaching Project: Technical Report.

Volume 1 and Volume 2.

Alberta Dept. of Education, Edmonton.

PUB DATE- May 87

NOTE- 916p.

planning, implementation, and evaluation of K-12 physical education programs from "instructional inputs on activities" to "student outcomes." The following chapters comprise the table of contents: (1) need for exemplary physical education programs; (2) program design: an overview of the outcomes and procedures; (3) contributions of physical activity to well-being; (4) development of relevant and defensible goals and objectives; (5) development of program and instructional objectives; (6) organization of the K-12 curriculum; (7) design of effective instruction; (8) development of instructional resource materials; (9) evaluation of student status and progress; (10) program evaluation and improvement; (11) summary; (12) appendices A-J. (JD)

ED 292 804

SP 030 125

Pica, Rae

Dance Training for Gymnastics.

REPORT NO.- ISBN-0-88011-306-5

PUB DATE- 25 May 88

NOTE- 160p.

AVAILABLE FROM- Leisure Press, PO Box 5076, Dept. 513, Champaign, IL

61820 (\$20.00).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Body Image; *Dance Education; Elementary Secondary Education; *Gymnastics; Motor Development; *Movement Education; *Psychomotor Skills

This book views gymnastics as both sport and art and provides gymnasts with an introduction to the types of dance training that can enhance their performances. Dance training routines that incorporate several dance styles are presented to help gymnasts acquire polish, prevent injuries, improve their body alignment, express their creativity, and develop their own style. The most common steps and movements from ballet, modern dance, folk dance, and jazz dance are described and illustrated. The origins of their dance steps are discussed and it is explained how to apply them to gymnastics. Definitions are included, as well as checklists, and sample class outlines. (JD)

restructuring, muscle relaxation, cue-controlled relaxation, and visual imagery. Data were collected via the Test Anxiety Scale, the Cognitive Interference Questionnaire, and scores on the PNGE, which is a norm-referenced test developed by the National League for Nursing. Results indicate that the treatments provided in the workshop and seminar for the time period allotted were not significant in reducing test anxiety. A 49-item bibliography is included. (TJH)

ED 292 820

TM 011 196

Staik, Irene M.

Factor Analysis of the Omega Scale: A Scale Designed To Measure the Attitudes of College Students toward Their Own Deaths and the Disposition of Their Bodies.

PUB DATE- 11 Nov 87

NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 11-13, 1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Attitude Measures; Beliefs; *College Students; *Death; Factor Analysis; Higher Education; Item Analysis; Religion; *Student Attitudes; Test Validity

IDENTIFIERS- Funerals; *Omega Scale

A study was undertaken to provide a factor analysis of the Omega Scale, a 25-item, Likert-type scale developed in 1984 to assess attitudes toward death and funerals and other body disposition practices. The Omega Scale was administered to 250 students enrolled in introductory psychology classes at two higher education institutions in Alabama. Demographic data, including a statement of each subject's religiosity, were also collected from the subjects. A principal component analysis and varimax rotation analysis of the Omega Scale data yielded four meaningful factors, as follows: (1) nontraditional, secular funeral preference accounted for 17.4 percent of the variance; (2) personal funeral arrangement preference accounted for 9.1 percent of the variance; (3) traditional funeral preference accounted for 8.7 percent of the variance; and (4) preferred disposition of the body accounted for 6.0 percent of the variance. Results indicate that the Omega Scale

ED 292 836

TM 011 214

Kesten, Cyril

Independent Learning: A Common Essential Learning: A Study Completed for the Saskatchewan Department of Education Core Curriculum Investigation Project.

SPONS. AGENCY- Saskatchewan Dept. of Education, Regina.

PUB DATE- Jun 87

NOTE- 42p.

CONTRACT- 09-85-0190

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Foreign Countries; *Independent Study; *Individual Development; *Learning Activities; Learning Experience; Lifelong Learning; Self Actualization

The concept of independent learning is discussed. Independent learning is defined as learning in which the learner, in conjunction with relevant others, can make the decisions necessary to meet his or her own learning needs. This must be regarded as a direction or goal to be pursued, not as an absolute standard and not as a set of identifiable competences. Independent learners must accept responsibilities and standards in becoming self-directed and self-motivated. A model of independent learning is presented in which negotiations and shared decision making can take place about the needs, experiences, and evaluations of the learner. Recommendations for schools and teachers are included. An appendix lists objectives for independent learning. (SLD)

ED 292 837

TM 011 215

Pijl, Sip J.

Diagnostic Reports As Basis for Decisions on Teaching.

SPONS. AGENCY- Foundation for Educational Research, Utrecht (Netherlands).

PUB DATE- Apr 87

NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24,

Gougeon, Deborah J.

The Declining Years of Nationally-Normed Tests (1964-1981).

PUB DATE- 85

NOTE- 18p.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Historical Materials (060)

DESCRIPTORS- *College Entrance Examinations; College Mathematics;
*Grade Point Average; High Schools; *Mathematics Achievement;
Mathematics Tests; *Norm Referenced Tests; Predictive Measurement;
Secondary School Mathematics; Sex Differences; Standardized Tests;
Two Year Colleges

IDENTIFIERS- *ACT Mathematics Placement Examination; *Scholastic
Aptitude Test

This study investigated the comparative value of nationally-normed tests versus high school mathematics grade point averages in predicting the mathematics success of college students. The study covers the period 1964-1981. The sample for the study was selected from 2 years of student records for all students completing any type of mathematics courses at 2-year colleges, one of which used Scholastic Aptitude Test (SAT) scores as admission criteria and one of which used American College Test (ACT) scores as admission criteria. Specific high school mathematics criteria were used as the independent variables. Gender factors were assessed when possible. Results indicate that high school mathematics average correlated best with college mathematics achievement for both the SAT and ACT. For SAT mathematics test students, the SAT mathematics test score, gender, mathematics units, course program, and high school of attendance correlated with college mathematics achievement, in that order. In general, the most valid predictor of a student's overall achievement in college mathematics was a combination of high school mathematics average and standardized test score. (TJH)

ED 292 853

TM 011 233

Burt, Charles W.

An Experimental Study of Group Size and Participants' Role in
Developmental Testing.

PUB DATE- Apr 87

NOTE- 44p.; Paper presented at the Annual Meeting of the American

High School and Beyond: Twins and Siblings' File Users' Manual User's
Manual for Teacher Comment File Friends File Users' Manual.
National Center for Education Statistics (ED), Washington, DC.

PUB DATE- Sep 82

NOTE- 91p.; Figures marginally legible.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Non-Classroom Use (055) Tests, Questionnaires, Evaluation
Instruments (160)

DESCRIPTORS- Academic Aspiration; *Databases; Data Collection; Data
Processing; Friendship; Grade 10; Grade 12; High Schools; *High
School Students; *Longitudinal Studies; Online Systems; Siblings;
Surveys; Teacher Attitudes; Twins

IDENTIFIERS- High School and Beyond (NCES); *National Longitudinal
Surveys

These three users' manuals are for specific files of the High School and Beyond Study, a national longitudinal study of high school sophomores and seniors in 1980. The three files are computerized databases that are available on magnetic tape. As one component of base year data collection, information identifying twins, triplets, and some non-twin siblings was collected. The "Twins and Siblings' File Users' Manual" enables the user to examine data on 532 twin pairs, five sets of triplets, and 824 sets of data from non-twin siblings. The "User's Manual for Teacher Comment File" introduces data from teachers' responses concerning some of their students' plans after high school. The file for sophomores contains 76,560 records; the senior file contains 67,053 records. The "Friends File Users' Manual" describes the structure and use of a file of the three best friends of 58,000 survey respondents. Control card files containing both SPSS and SAS card images are available on the first two files, but not available on the third file. The student identification pages used to gather information are appended to the twins and friends manuals; the teachers' comments manual includes the questionnaire administered to teachers. (SLD)

ED 292 868

TM 011 290

York, John D.

The Use of Social Survey Data in the Development of Formative
Evaluations.

PUB DATE- Oct 87

ED 292 883

TM 011 337

Beyerbach, Barbara A.

Comparing Researchers', Teachers', and Students' Perspectives on a Line of Research Attempting to Implement Wait Time in Classrooms.

PUB DATE- 1 Apr 88

NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988). For a related paper, see TM 011 336.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Classroom Techniques; Experimenter Characteristics; High Schools; Participant Observation; Researchers; *Research Methodology; Secondary Education; *Student Attitudes; *Teacher Attitudes

IDENTIFIERS- *Wait Time

The perspectives of researchers, teachers, and students in a research project attempting to implement wait time in high school classrooms were examined. This study investigates, via participant observation, the inner workings of a highly successful research group. Observation, interviews, and surveys were used to study the workings of the research group. Over the course of the study, researchers tended to change their perception of teachers as being dominated by the system and responsive to positive reinforcement, to perceptions of teachers as partners in research and more autonomous decision makers. The researchers maintained a belief in the value of wait time. Teachers felt uncomfortable at first with the Wait Timer and did not become convinced that wait time could be used because of the pressure to cover material at a fast pace. The teachers' were eager to take on a more active role in the research process, despite the severe constraints imposed on their time. Students came to have generally positive views about wait time. The research process became a process of mutual adaptation with less emphasis on the prescription of wait time and more emphasis on dealing with teacher concerns. User uncertainty, resistance, teachers' dilemmas of being at odds with their job description, and questions regarding the relevance of wait time for teaching will need further study. (SLD)

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Dropout Prevention; *Dropout Programs; Dropout Rate; Educational Policy; *Educational Research; Family School Relationship; Federal Legislation; *High Risk Students; High Schools; *High School Students; *Program Effectiveness; Social Problems; Student Characteristics

Legislation is being considered to authorize grants from the Department of Education for dropout prevention programs, reentry demonstration programs, and high school programs for certain welfare recipients instead of mandatory work or job training. There is also a call for the use of Job Training Partnership Act Summer Youth Program funds to be used year-round for basic and remedial education for teenage welfare recipients. The need for federal involvement with the dropout problem is demonstrated by the difficulties in obtaining good data on dropouts. Comparisons are nearly impossible since states and local school districts have different definitions and counting procedures. The national estimates which are widely used place the dropout rate between 14 and 29 per cent. Often the students who drop out have not done well in school, but for each individual, a host of possible reasons may be identified. It is difficult to develop prevention efforts and reentry programs which will successfully address all of the possible factors. For some dropouts numerous social and personal problems are so severe that having a diploma may not make much of a difference in their ability to obtain and maintain employment. From this perspective, programs that attempt simply to get more students through school may be difficult to justify. (VM)

ED 292 899

UD 026 063

Welfare: Reform or Replacement? (Work and Welfare). Hearing before the Subcommittee on Social Security and Family Policy of the Committee on Finance. United States Senate. One Hundredth Congress. First Session.

Congress of the U.S., Washington, D.C. Senate Committee on Finance. REPORT NO.- Senate-Hrg-100-320

PUB DATE- 23 Feb 87

NOTE- 418p.; For hearing on child support enforcement, see UD 026 080. Many pages contain small print.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC17 Plus Postage.

approaches; (6) effects on student achievement; and (7) special concerns of rural districts. The Vermont Governor and the Commissioner of Education added information and concerns regarding the level and the allocation formulas for funding these programs. Policy issues were addressed by local school board members. All of the testimony indicated that these programs made a positive contribution toward assuring equal education for all children. (VM)

ED 292 913

UD 026 082

The Need for Decent, Affordable Housing. Hearing on the Impending Loss of Hundreds of Thousands of Federally Assisted Housing Units that May Cause Many Low Income Families to Become Homeless and Out on the Streets, before the Subcommittee on Housing and Urban Affairs of the Committee on Banking, Housing, and Urban Affairs. United States Senate, One Hundredth Congress, First Session (Los Angeles, California, July 2, 1987).

Congress of the U.S., Washington, D.C. Senate Committee on Banking, Housing and Urban Affairs.

REPORT NO.- Senate-Hrg-100-279

PUB DATE- 2 Jul 87

NOTE- 47p.

AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Construction Programs; Economic Climate; Federal Aid; Financial Support; *Homeless People; *Housing Deficiencies; *Housing Needs; *Low Rent Housing; Poverty; Public Policy; *Residential Patterns; Tax Credits; *Urban Problems

This testimony before the Senate Subcommittee on Housing and Urban Affairs focuses on the need for decent, affordable housing. It reviews the loss of monies for federally assisted housing units and projects the consequences in the deterioration of the quality of life for many Americans. Because of budget cuts enacted during the Reagan Administration, the number of federally funded units completed has dropped by 100,000, leaving the poor, homeless, and the middle class unable to afford their own homes. Testimony from realtors, developers, economists, community leaders, and lending agents is presented. Some of their suggestions were the following: (1) increase the budget for housing and housing programs; (2) establish a more comprehensive policy which considers the needs of

1 services; (2) emphasize school-wide projects or the effective schools model; (3) increase parent involvement; (4) authorize the provision of services in the form of vouchers; (5) emphasize higher order skills as well as basic skills; (6) emphasize pupil values and character as causes of educational disadvantage; (7) encourage the use of educational technology; (8) improve the coordination of Chapter 1 services with the regular instructional program; (9) expand the availability of Chapter 1 services; (10) focus on children from families experiencing long-term poverty; (11) provide more intensive programs for the most disadvantaged; (12) clarify legislative intent with respect to services for handicapped and limited English proficient children; (13) put more emphasis on secondary students and dropout prevention; (14) establish programs for poor minority children who are not educationally disadvantaged; (15) provide incentives to improve performance; (16) modify the allocation formula; (17) eliminate the program; and (18) renew emphasis on the state incentive grant programs. (VM)

ED 292 927

UD 026 097

Stedman, James B.

The Educational Attainment of Select Groups of "At Risk": Children and Youth.

Library of Congress, Washington, D.C. Congressional Research Service.

REPORT NO.- EPW-87-290

PUB DATE- 1 Apr 87

NOTE- 68p.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Compensatory Education; *Early Parenthood; *Educational Attainment; *Educational Policy; Elementary Secondary Education; Family Income; Federal Aid; *High Risk Students; *One Parent Family; Parent Participation; *Poverty; Youth

This paper focuses on three groups of children and youth who appear to be at risk for depressed educational attainment. The groups are those from single parent families, those from persistently poor families, and those who give birth during their teenage years. A significant number of the country's children and youth are from these groups. School policies and practices play a significant role in the educational attainment process for them, as do the expectations that school personnel have for these students and

ED 292 941

UD 026 119

Wells, Amy Stuart

Teacher, Principal, and Parent Involvement In the Effective School.
ERIC/CUE Digest Number 38.

ERIC Clearinghouse on Urban Education, New York, N.Y.

SPONS. AGENCY- Office of Educational Research and Improvement (ED),
Washington, DC.

PUB DATE- Dec 87

NOTE- 4p.

CONTRACT- OERI-400-86-0015

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC
Information Analysis Products (071)

DESCRIPTORS- Administrator Responsibility; *Administrator Role;
*Educational Environment; Elementary Secondary Education;
Expectation; *Family Environment; Instructional Leadership; Mastery
Learning; *Parent School Relationship; *Principals; School
Effectiveness; Teacher Effectiveness; *Teacher Role; Time on Task

The roles and conduct of teachers and principals have emerged as good indicators of effective schools. Research is presently being conducted on parent involvement and its effect on student learning. Good teacher-student interaction is crucial to effective learning. Teachers must have high expectations for students. Their techniques for transferring knowledge must be efficient and thorough. If used properly, methods such as mastery learning can improve achievement. Principals of effective schools must have high expectations for students. Strong instructional leadership techniques will make it clear that learning is the focus of the school. A positive school climate can be maintained if administrators are supportive of teacher needs and institute a joint decision-making process. While teachers and principals are responsible for developing strong ties between school and home, parents can try to maintain a positive home environment which is conducive to academic achievement. The important home factors include the following: (1) work habits and daily schedule of the family; (2) available parental guidance, support, and assistance for the child's school and homework; (3) intellectual stimulation; (4) language development; and (5) parents' academic aspirations and expectations. More research is needed to know if effective school techniques are applicable to all students at all grade levels. (VM)

Mack, Nancy K.

Learning Fractions with Understanding: Building upon Informal Knowledge.

PUB DATE- Apr 88

NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 5-9, 1988).

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Addition; *Algorithms; Basic Skills; Computation; *Elementary School Mathematics; *Fractions; *Individualized Instruction; Intermediate Grades; Mathematics Education; *Mathematics Instruction; *Number Concepts; Subtraction

IDENTIFIERS- Mathematics Education Research

Eight sixth-grade students received individualized instruction on the addition and subtraction of fractions in a one-to-one setting for 6 weeks. Instruction was specifically designed to build upon the student's prior knowledge of fractions. It was determined that all students possessed a rich store of prior knowledge about parts of wholes in real world situations based upon whole numbers. Students related fraction symbols and procedures to prior knowledge in ways that were meaningful to them; however, there was a danger of this prior knowledge interfering when it reflected algorithmic procedures rather than fraction ideas in real world situations.

(Author/PK)

U.S. Supreme Court's finding as to the unconstitutionality of Louisiana's creation science law, and concern about rapid increases in college costs. This document highlights events that involved: (1) educational reform programs; (2) the courts and fundamentalists; (3) curriculum concerns; (4) controversy over U.S. Secretary of Education William Bennett's policies and proposals; (5) reports that were critical of educational programs; (6) polls; (7) bilingual education; (8) teacher certification reform; (9) congressional hearings; (10) teacher pay; (11) educational costs; and (12) governors' reports. Great Britain advanced its most ambitious school reforms since 1944, prepared to introduce a national curriculum, and planned a policy that would permit parents to remove schools from the largely labor-dominated Local Education Authorities and place them under central government control. British Prime Minister Margaret Thatcher's educational policies and plans for primary and secondary schools and for universities are summarized. U.S. statistical data concerning enrollments, teachers, graduates, and expenditures are appended. (JHP)

non-working women in Nigeria; and (2) to examine the extent to which the "role incompatibility" and "opportunity cost" hypotheses of fertility behavior are supported by empirical facts in Nigeria. Two major orientations have guided studies in fertility behavior among working women. One is sociological, the other economic. The sociological hypothesis maintains that the more incompatible the role of mother and worker are, the more negative the relationship between employment and fertility. The economic hypothesis argues that an increase in labor force participation increases the opportunity cost of children, resulting in fertility reduction. However, research findings from the Nigeria Fertility Survey 1981-82 showed that the relationship between work and fertility is not consistent with the role incompatibility and opportunity cost hypotheses. Women who had worked before and since marriage had the highest fertility rate, followed by women who worked since but not before marriage. Research findings indicate a need for a sound model specification to guide further research. An adequate model for the understanding of fertility-employment relationship must place the impact of culture at the center of analysis. Inconsistent findings with regard to the relationship between fertility and female labor force participation leaves policymakers without an adequate theoretical framework to guide policy action aimed at fertility reduction. A substantial decline in fertility could be attained under a number of conditions affecting the ideal and structural realms of the society. (SM)

following competency domains: (1) planning; (2) teaching strategies; (3) student evaluation and feedback; (4) classroom management; and (5) leadership qualities. The profile reveals some weaknesses and negative behavior patterns in teachers designated as "outstanding" and "superior." A discussion on the implications of these findings for teacher education programs is presented in the form of questions addressed to teacher educators who are responsible for the training of teachers in Tennessee. Implications for the education of teacher educators are also discussed. Statistical data pertinent to the findings are attached. (JD)

This report presents a profile of students at Utah State University who are considering becoming secondary school teachers. Data were obtained from two questionnaires: one administered upon the student's entry to the first required course in the secondary education program and the other when the student exited from the course. A summary is given of data gathered on: (1) general demographic factors; (2) expectations and perceptions about teaching; (3) perceptions of attitude, knowledge, and skills; and (4) perceptions of the professional component of the program. Tables containing percentages and cross tabulations from which the data were drawn are appended, and recommendations are made for further study. References are included. (JD)

LANGUAGE- English

EDRS Price - MF06/PC37 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- *Beginning Teachers; Foreign Countries; Higher Education; *Internship Programs; *Professional Development; Program Attitudes; *Program Evaluation; *Teacher Employment; Teacher Interns; Teacher Orientation

IDENTIFIERS- *Beginning Teacher Induction; *Initiation to Teaching Project (Alberta)

This two-volume evaluation report of the Initiation to Teaching Project of Alberta Education, Canada, presents detailed information on the project, which provided employment as interns to nearly 900 recent graduates of teacher preparation programs. The report includes many elements: (1) a literature review; (2) a collection of information about internships in other professions; (3) interviews with professors, in-school staff members, and representatives of major educational organizations; (4) questionnaires completed by professors, senior education students, principals, and superintendents; (5) observation and coding of the teaching behavior of beginning teachers and interns; (6) reports by superintendents and by consultants in regional offices of education; and (7) analysis and assessment of the large volume of information gathered for the program evaluation. The respondent groups expressed overall support for the four specific purposes of the internship program: (1) the refinement of teaching skills of interns; (2) the assessment of the interns' suitability for placement; (3) the development of professional relationships by interns; and (4) the further development of professional skills by supervising teachers. Recommendations are made for the program's future course of action. (JD)

ED 292 805

SP 030 126

Burke, Edmund R., Ed.; Newsom, Mary M., Ed.

Medical and Scientific Aspects of Cycling.

REPORT NO.- ISBN-0-87322-126-5

PUB DATE- 88

NOTE- 266p.; Proceedings of the 1986 World Congress on the Medical and Scientific Aspects of Cycling (Colorado Springs, CO, September 2-3, 1986).

AVAILABLE FROM- Human Kinetics Books, Box 5076, Champaign, IL 61820 (\$28.00).

LANGUAGE- English

Document Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Collected Works - Proceedings (021)

DESCRIPTORS- Aerobics; *Bicycling; *Biomechanics; *Biomedicine; Equipment; *Injuries; Kinetics; *Mechanics (Process); Nutrition; Physiology; Psychological Studies; *Research Utilization; Training Methods

The 24 contributions to this volume were written by coaches, sport scientists, and medical authorities who surveyed recent research on biomechanics, physiology, psychology, nutrition, treatment of injuries, and training techniques for cyclists. There are four sections: (1) biomechanics and physiology; (2) research; techniques and results; (3) injuries; and (4) vehicle design. (JD)

accurately measures students' attitudes in four different areas concerning death and body disposition. Several scale items need to be revised and/or omitted. A copy of the Omega instrument is appended. (TJH)

1987).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Research/Technical (143)

DESCRIPTORS- *Decision Making; Diagnostic Teaching; *Educational
Diagnosis; Elementary Education; *Evaluation Utilization; Foreign
Countries; Individual Needs; *Learning Disabilities; *Special
Education; Special Education Teachers

The question of whether improvements in assessment data for students referred to special education would result in the increased use of these data and a better basis for teaching decisions was studied. Six versions of an assessment report were prepared for a hypothetical child: four with increasing detail and information, one with an integrated description of the same information, and one giving another version of the complete report. Eighty teachers working with learning disabled children were asked to study one of the reports and answer a questionnaire on teaching decisions for reading, spelling, and arithmetic, and other pedagogical techniques. A one-way analysis of variance was performed on the data. Teachers presented with minimum information did not make as many decisions as did those given a full diagnostic report, but different versions of the complete report did not cause a difference in the number of decisions made. Teachers make a number of decisions, but must follow a fairly fixed education offering. This may limit decision making because the need for information for a student is limited by the alternatives the teacher uses. (SLD)

Educational Research Association (Washington, DC, April 20-24, 1987). Some tables have poor type.

GRANT- FCAR-290-10

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Criterion Referenced Tests; Foreign Countries; *Formative Evaluation; *Group Testing; *Instructional Materials; Nursing Education; Research Methodology; Student Attitudes; Two Year Colleges

IDENTIFIERS- *Group Interviews

The research in progress that is presented in this paper focuses on the preliminary results of a study examining the differences and similarities in data obtained using the one-to-one versus small group procedures for designing and conducting formative evaluations of instructional materials. The materials chosen were the microbiology print module of the "Instructional Materials for the Dental Health Profession." When selected for the study, the materials were in draft form, needed revision, required 1 hour of learner time, concerned a subject unfamiliar to the target population, were developed by instructional designers applying guidelines of systematic instructional development, and included criterion-referenced tests. The materials were chosen for first-year nursing students at two junior college campuses offering nursing programmes in English on the Island of Montreal. Thirty-six subjects on each campus were assigned to 1 of 4 one-to-one or small group conditions. Data were gathered in via a posttest, attitudinal questionnaire, and debriefing sessions. Results indicate that although there are few significant differences in the amounts of data gathered by the techniques under investigation, different techniques do result in different kinds of feedback data. An appendix contains numerous data tables and figures. (TJH)

NOTE- 11p.; Paper presented at the Annual Meeting of the American Evaluation Association (Boston, MA, October 14-17, 1987). Document print is marginally legible.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)

DESCRIPTORS- Data Analysis; *Evaluation Methods; Evaluators;
*Formative Evaluation; Methods Research; Program Evaluation;
*Social Science Research; *Surveys

IDENTIFIERS- *Naturalistic Evaluation

Evaluators who perform formative evaluations would be well served to apprise themselves of recent survey research in framing formative evaluations. Illustrative examples are used from research into such diverse areas of activity as: the development of identities attached to different forms of modern rock and roll; the rationales that juvenile probation officers use in assigning recommended sanctions to a hypothesized juvenile offender; factors associated with teacher burnout in a large metropolitan school district; and how standardized scores can affect minority applicants to a selective admissions community college allied health care program. Stakeholders and concerned audiences, as well as formative evaluators, can all benefit from a scrutiny of social survey research that was not done from an evaluation perspective. Such a search, whether the data are of either a qualitative or quantitative nature, can heuristically inform the particulars that surround specific evaluative populations. (Author)

DeMauro, Gerald E.

Verbal Determinants of Performance on Teacher Assessment Instruments
for Black and White Examinees.

PUB DATE- Apr 88

NOTE- 17p.; Paper presented at the Annual Meeting of the American
Educational Research Association (New Orleans, LA, April 5-9,
1988).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Reports - Research/Technical (143)

DESCRIPTORS- *Black Teachers; Communication Skills; Comparative
Analysis; Cultural Differences; Elementary Secondary Education;
Knowledge Level; Language Skills; *National Competency Tests;
*Racial Differences; Teacher Evaluation; *Verbal Ability; *Whites

IDENTIFIERS- *National Teacher Examinations

The relationship of verbal skills to performance on the National
Teacher Examinations Core Battery Test of General Knowledge was
examined, using data from the June 1986 national administration.
Differences in General Knowledge scores for self-identified Black
and White examinees were found and were shown to interact with
levels of achievement on the Test of Communication Skills (CS).
Item difficulty correlations showed the Test of General Knowledge
to be more homogenous within groups defined by verbal abilities (CS
scores) than within groups defined by ethnic identification. The
results suggest that unexplored factors may also affect scoring
patterns and that trait differences in verbal skills were observed
to be a factor in general knowledge scores. (Data are summarized in
table form). (Author)

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

Numerical/Quantitative Data (110)

DESCRIPTORS- Budgeting; Child Neglect; *Child Welfare; Employed Parents; Family Programs; *Federal Programs; Government Role; *Lower Class Parents; Parent Child Relationship; *Parent Responsibility; Parent Role; Policy Formation; Pregnant Students; *Program Development; Program Effectiveness; Program Implementation; Program Proposals; Retrenchment; Unemployment; Unwed Mothers; *Welfare Services; Well Being

IDENTIFIERS- Child Health Care; Child Protection; Child Support; Workfare

This document presents the hearings on work and welfare before the Senate Subcommittee on Social Security and Family Policy of the Committee on Finance. Testimony is presented by expert witnesses, and by individuals and groups with an interest in the welfare of children and families. The following are among the issues addressed: (1) the basic principles that should guide legislative action on behalf of dependent children and their families; (2) how parental responsibility for the care of children can be better enforced; (3) how poor parents can be helped to increase their incomes through work; (4) how government policy can effectively distinguish between households likely to be dependent for short and long periods of time; (5) what role various levels of government ought to play; and (6) how programmatic recommendations can be implemented in a period of fiscal restraint. (BJV)

low income people; (3) give incentives to private enterprises which put a priority on housing rather than on commercial buildings; (4) plan mechanisms to foster partnerships between the Federal Government and local groups involved with housing; (5) establish a national homeowners trust fund to help working people with down payments; (6) amend tax laws to create incentives for developers of low income housing and multiple unit rental housing; and (7) support the Homeless Persons Survival Act. (VM)

others and the ways that schools interact with the parents of these students. Family income is another important factor. A key finding is that there is no single cause of depressed educational attainment for any of the three groups in question. Some policy implications of these findings are the following: (1) programs should be developed that respond to a combination of the contributing factors, such as remedial instruction for both students and parents; (2) policies and programs should attempt to reduce income factors associated with low educational attainment; (3) programs should have research functions built into them for longitudinal studies; (4) policies should be flexible, taking into account the dynamic nature of the target population; and (5) policies must strengthen the interaction between these groups and the schools. (VM)

AUTHOR INDEX

Abedor, Allen J.

Relationship between Faculty Development (FD), Organizational Development (OD) and Instructional Development (ID): Readiness for Instructional Innovation in Higher Education. Chapter 1.
19p. 1mf. L1 ED 292 445

Adam, Hilary

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Adams, D. Daryl

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37p. 1mf. L1 ED 292 526

Ailen, Liz

Duty to Review: A Survey of LEA Responses to Their Duty under the 1981 Education Act To Keep Special Educational Provision under

AUTHOR INDEX

- Conklin, Kathy**
Review of Memory Systems and Implications for Research into the Learning Process.
42p. 1mf. L1 ED 292 658
- Cook, Haruko Minegishi**
Group and Individual Evidentials: Sentence-Final "No" and Bare Verbs in Japanese.
11p. 1mf. L1 ED 292 299
- Cook, Jeanmarie**
Review of the Existing Literature on the Alcoholic Family and Children of Alcoholics. Student Debut Paper.
38p. 1mf. L1 ED 292 149
- Cook, Kenneth William**
Patientive Absolutive Verbal Morphology and Passive in Samoan.
13p. 1mf. L1 ED 292 355
- Coons, David Michael**
Management of Chemical Waste in a University Setting.
153p. 2mf. L1 ED 292 661
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- Cosman, J. W.**
Proposed Amendment of the United Nations Standard Minimum Rules for the Treatment of Prisoners.
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- Cote, William E., Ed.**
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- Coxford, Arthur F., Ed.**
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248p. mf. L3 ED 292 672
- Craddick, Jan**
Public Funding of Private Higher Education.
78p. 1mf. L1 ED 292 371

AUTHOR INDEX

- (Continued)*
- Haberman, Martin**
 Recruiting and Selecting Teachers for Urban Schools. ERIC/CUE
 Urban Diversity Series, Number 95. 76p. 1mf. L1 ED 292 942
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 Report No. 87-30. 70p. 1mf. L1 ED 292 833
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 Series, No. 1. 32p. 1mf. L1 ED 292 204
- Hallman, Clemens L.**
 Goals for Reflecting Cultural Diversity in Teacher Education. 26p. 1mf. L1 ED 292 761
- Hamilton-Wieler, Sharon**
 Fallacy of Decontextualization. 18p. 1mf. L1 ED 292 125
- Hand, James D.**
 Cognitive Style Mapping: Its Place in Instructional Development.
 Chapter 6. 13p. 1mf. L1 ED 292 449
- Hanisch, Kathy A.**
 Gender Differences in Mediator Behavior. 9p. 1mf. L1 ED 292 037

AUTHOR INDEX

Lloyd, Lyle L.

Improving the Communication Environment for Children with Severe
Handicaps through Manual Sign Inservice Training.
24p. 1mf. L1 ED 292 289

Loesch-Griffin, Deborah A.

Rich Gets Richer: Multiple Sources of Qualitative Data in an
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Losak, John, Ed.

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Love, Lenora

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Lovell, Ashley C., Comp.

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Lufler, Henry S., Jr.

Pupils.
40p. 1mf. L2 ED 292 190

Lumsden, D. Barry, Ed.

Instructional Development: The State of the Art.

AUTHOR INDEX

- Piburn, Michael D.*
 Misconceptions about Gravity Held by College Students.
 27p. 1mf. L1 ED 292 616
- Pica, Rae*
 Dance Training for Gymnastics.
 160p. mf. L3 ED 292 804
- Piechowski, Michael M.*
 Case Studies of Self-Actualization.
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SUBJECT INDEX

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SUBJECT INDEX

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(Continued)

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(Continued)

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SUBJECT INDEX

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SUBJECT INDEX

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(Continued)

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- Competency Based Teacher Training Programme for the Instruction of

SUBJECT INDEX

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SUBJECT INDEX

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SUBJECT INDEX

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